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By-Word, U.G., Jr.

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Findings are presented of a four-year study on reaching rural disadvantaged youth through an informal education program called the Arkansas Special Youth Project. The information provides a framework for expanding 4-H. Specific methods and techniques used in working with the disadvantaged are outlined and evaluated in terms of the resultant behavioral change of the participants and in terms of project utilization of resources. It is concluded that the program was successful in eliciting both behavioral change and attitudinal change on the part of the disadvantaged youth and of the adults working with them. Extensive graphs and charts are included to demonstrate specific program outcomes. Related documents are RC 003 228 and RC 003 229. (JM)

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Informal • Educational

Programming for Disadvantaged Youth

ARKANSAS SPECIAL
YOUTH PROJECT

AGRICULTURAL EXTENSION SERVICE, UNIVERSITY OF ARKANSAS DIVISION OF AGRICULTURE AND U. S. DEPARTMENT OF AGRICULTURE COOPERATING

RC 003230

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AGRICULTURAL EXTENSION SERVICE
University of Arkansas Division of Agriculture

C. A. Vines, Director

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FOREWORD

This is one of several publications developed to share the findings of a four-year study on reaching disadvantaged youth through an informal educational program. The study has been conducted under a cooperative arrangement between the Arkansas and Federal Extension Services. The findings of this study are being shared with the forty-nine other State Cooperative Extension Services, organizations and groups who are interested in expanding their work to reach more youth from disadvantaged families.

This cooperative arrangement has demonstrated a unique type of educational leadership where competencies of both organizations complement each other. Through this effort, a two-way flow of information was developed in which local needs are served through community, state and national programming.

The study as described in this publication provides a guide for strengthening Extension's work in planning, implementing, evaluating, and reporting work with disadvantaged youth. This information is not offered as a panacea for all problems related to programming for the disadvantaged, but it does provide a basic framework for expanding 4-H to reach more of the nation's unreached youth.

Effective Extension programming is dynamic and should be based on continuous evaluation of the various audience needs as well as the methods and techniques used in providing the teaching and learning environment.

Kenneth S. Bates, Associate Director
Arkansas Extension Service
Chairman, National Advisory Committee
Special Youth Project

This publication was prepared by Dr. U. G. Word, Jr., 4-H Agent, Special Youth Project, Agricultural Extension Service, University of Arkansas, as a program guide for reaching youth from disadvantaged families.

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U. G. W., Jr.

PROGRAMMING FOR DISADVANTAGED YOUTH

INTRODUCTION

Purpose

The Arkansas Special Youth Project is a cooperative program effort of the Federal and Arkansas Extension Services. In June, 1964 the Arkansas Extension Service entered into a contractual arrangement with the Federal Extension Service to study ways and means of reaching more youth from disadvantaged families. Essentially, it is a special effort to plan, execute, and evaluate a program specifically designed to meet the needs, interests, and concerns of this clientele of youth. Also, to record and analyze the findings and to share them with other Extension Services, organizations and agencies which are interested in working with the disadvantaged. These findings are shared through seminars, individual and group conferences, publications, literature, slides and a movie.

Philosophy

The basic philosophy undergirding this study has been that in an affluent democratic society every individual is entitled to develop to the extent of his individual desire and capacity. The study has been dedicated to finding ways and means of helping young people from disadvantaged families attain those behaviors–self-identity, self-expression, and self-direction–which will help prepare them to join and become a contributing part of the larger society. A basic premise is that neither the disadvantaged individual nor society alone can be held totally responsible for the conditions of the disadvantaged. Both parties must assume major responsibilities for bringing about conditions for change, which will ultimately bring a more satisfying life for the disadvantaged and at the same time provide a favorable environment for further growth and development of the larger society.

Analysis and Evaluation

The Arkansas Special Youth Project has been carried out using the "process-analysis" approach. This pattern of experimentation is based on the demonstration, observation, and evaluation of program action in an Extension demonstration setting. In the analysis, primary attention was given to the description of the programming process, rather than the collection of rare statistical data and making comparison with control groups. High priority was given to testing of program processes, program features, and exploration for new ideas.

Objectives

Objectives of the study are to:

1. Identify and define specific obstacles which prevent disadvantaged youth from participating in informal educational programs such as 4-H, Scouts, etc.
2. Plan, execute and evaluate a program specifically for involving youth from disadvantaged families.
3. Determine effective group or organizational approaches for reaching this clientele.
4. Determine the more suitable types of projects for fulfilling the needs of these youth.
5. Design, write and evaluate literature as an aid in reaching disadvantaged youth.
6. Test and evaluate various awards and recognition activities for motivating these youth.
7. Recruit, employ, train and evaluate various levels of nonprofessional adult leadership with variations in educational, social and economic backgrounds.

Situation

Recognizing and appreciating the scope, as well as problems associated with the disadvantaged, are essential. Almost half of the nation's farm families have annual incomes of less than $3,000. The 1960 census data reveal 58 per cent of all families have annual incomes of less than $2,000. Census data also show there are over 300,000 Arkansas youth 10 to 19 years old, of which 60 per cent are from rural farm and nonfarm families.

In 1968 about 40,000 youth in Arkansas were being reached to some degree of involvment through regular 4-H work. Additional youth are being reached through other groups and organizations; however, there is evidence to believe that a sizeable segment of the youth are not being reached by Extension or any other youth organization or agency.

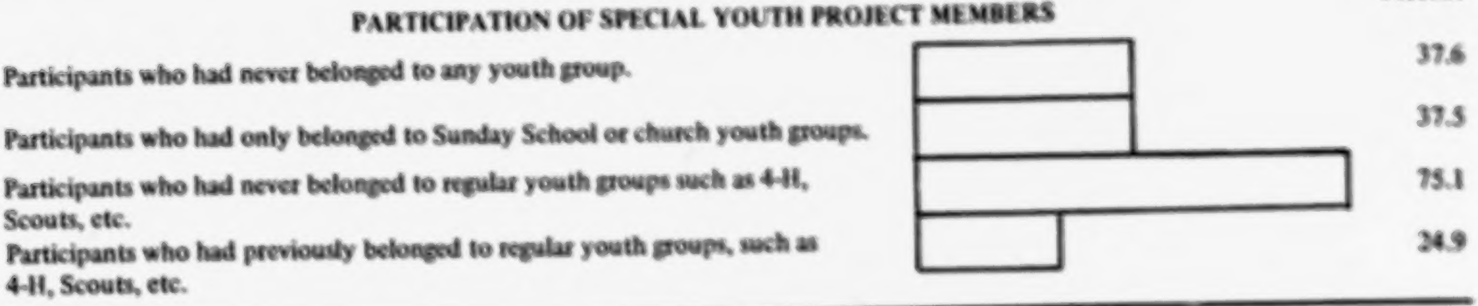
Data collected on 998 youth participating in the Special Youth Project revealed that 75 per cent had never belonged to any youth group except Sunday school or church related groups (See Figure 1, next page.) Over half of the remaining 25 per cent at one time had belonged only to a 4-H Club while the others had belonged to 4-H, FHA, Scouts, etc.

Staff Resources

Primary leadership for design, planning, execution, evaluation, and reporting of the study was assumed by U. G. Word, Jr. Initially the assignment was for two years but later it was extended to four years in order to make a more extensive study. Lloyd Rutledge, Federal Extension Service, served as consultant and in a liaison role. A national

Figure 1

PARTICIPATION OF SPECIAL YOUTH PROJECT MEMBERS



advisory committee* of nine individuals serving in both state and national positions provided guidance and support at the national level. Certain Federal and Arkansas Extension staff members were directly involved in advising and preparing educational materials and in the use and evaluation of these materials. The study received strong Extension Service administrative support both at the national and state levels.

At the county level two youth development agents were employed full time to work on the study. They were responsible for testing, evaluating materials, program procedures, methods and techniques. During the four-year study, more than 19 county staffs have been involved in some phase of the work.

County Involvement

The Special Youth Project work has been concentrated in four counties with a high enrollment of 1,173 young people. Several thousand were involved one way or another. In St. Francis and White counties continuous testing was carried out by youth development agents. In Lonoke and Craighead counties the work was under the direction of the regular county Extension staff.

In addition to these four counties, 11 other county staffs were involved in limited programs under the direction of the regular 4-H staff reaching 732 youth in 58 project groups. Other counties were involved for testing different approaches. Independence, Izard, Sharp, Stone and Fulton counties were involved in camping programs. Ashley county carried out demonstrations in project workshops and use of program assistants. Craighead, White, St. Francis, Ouachita, Hempstead and Johnson counties were involved in the Extension program assistant leadership approach.

Questions for Guidance

In a study of the problem situation, there are several pertinent questions one should consider before attempting to design an educational program for disadvantaged youth. They are:

1. Who are the disadvantaged young people?
   a. What are the major cultural, social and psychological differences in this clientele of youth and those in the larger society?
   b. Where do they live? What are the families like and what kind of home environment do they have?
   c. What resources are available to them and to what extent are they using these resources?
   d. What are their values, attitudes, interests and concerns?
   e. Where are they in level of knowledge, understanding and skills regarding subjects which will help them become a part of the larger society?
2. What are some of the major problems which may be preventing Extension from working with more of these youth?
   a. The lack of time to carry out the necessary staff responsibilities in programming to reach these youths?
   b. A problem of identifying, recruiting and training voluntary leaders?
   c. The lack of suitable project materials and literature designed specifically for this clientele?
   d. A general lack of rapport with these youth and their families?
   e. The general lack of knowledge of how to plan a program to reach this clientele of youth?
3. What are some of the reasons this clientele of youth choose not to participate in youth organizations? Is it the lack of:
   a. Necessary skills to participate in a formal group?
   b. Ability to provide the minimum resources for carrying out project work?
   c. Parent interest to encourage them to participate?
   d. Transportation to group meetings?
   e. Suitable meeting place for group meetings?
   f. Social skills to feel comfortable in a group situation?
   g. Local volunteer adults to work with youth?

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*(National Advisory Committee: Chairman, Kenneth S. Bates, Associate Director, Arkansas; C. B. Gilliland, Director, Operations Division, Rural Areas Development Service, U. S. Department of Agriculture; Dr. George T. Blume, Extension Sociologist, Virginia; Dr. Mary Nell Greenwood, Director, Continuing Education, Home Economics, Missouri; Russell Smith, Program Leader, 4-H and Youth Development, Federal Extension Service; Margaret Oliver, Program Leader, Home Economics, Federal Extension Service; Wilbur F. Pease, State 4-H Leader, New York; Ashford O. Williams, Assistant 4-H Club Agent, Louisiana; Graham P. Wright, State Leader, 4-H Club Work, Arizona.)

Knowing the Disadvantaged

Definition

In order to communicate about and work on the problem, it is essential for those concerned to generally have the same concept. To fully appreciate work in this area, it is imperative that one have a thorough understanding of the total environment in which families live as well as some of their cultural, social, and psychological behavioral traits.

What do we mean when we say "poverty-stricken," "disadvantaged,' "low-income,"etc.? Much confusion has resulted from different interpretations as to what they mean. In recent years, there has been an increasing interest at most levels of the society regarding problems of the disadvantaged. As interest grows, so do the number of definitions. Among these many and varied definitions, one finds the concept of "economic poverty" –*i.e.*, those families who earn $3,000 or less per year or those earning less than $1,500 for the family and $500 for each dependent. Another definition has been those families who make up the lower range of the socioeconomic scale, generally including those who are lower in social activity, education, and income.

Poverty is relative and cannot always be defined by economic determinants or limited social characteristics of families or communities. However, for the purpose of communicating about the problem, it may be helpful to point out some economic and social characteristics associated with poverty.

The data presented in this section were obtained from 789 families whose children participated in the study. Reference is also made to 167 families whose children participated in youth camps. Some of the information was obtained from the youth, some from parents, and the more sensitive information from program aides or program assistants.

Biological

A belief held by many individuals is that these people are making all the progress of which they are capable–that biological determination has placed them in this position and nothing can be done to help them help themselves. Should this be generally true, we could look forward to the problem increasing rather than decreasing due to the fact that the birth rate among this group is much higher than that of other segments of society. However, considerable evidence indicated that this is not generally true–that a relatively small percentage of those affected are victims of inherited, uncorrected biological forces. It is true that, in many cases, due to unbalanced diets and unsanitary living conditions, the people seem to have less energy and willingness to work or behave as do other segments of society.

In 1966 there were youth from 32 families represented in an area camp especially planned for low-income youth. Although complete information was not obtained on all families, at least 12 had major physical or family relation problems. Two similar area camps were conducted in 1967. Data on the 167 families show that seven per cent of the heads of households were either disabled or retired. Several heads of households were grandparents serving as guardians of the youth.

Cultural

Perhaps the major factor involved is cultural poverty. Living in a state of continuous poverty (in some cases several generations), the disadvantaged do not have an opportunity or they are not motivated to take advantage of the opportunities available to develop social and economic skills necessary to cope with the complex society within which they find themselves. Associating this with the fact that each person has his own idea of "a good life" or goals and yet is unable to attain them introduces another dimension–that of frustration, from which many family problems arise. Out of this climate rises a value system associated with poverty–a value system that is often in direct conflict with that of the larger society.

One major feature of this value system is that some parents, especially the fathers, seem to place a greater value on not having a "steady" job than they do on having one. Their reasoning is that they do not want to be tied down–that it is more important to be "free" to do what one wants. Upon close examination, one finds some real reasons for this concept. First, there are not many "steady" jobs available, especially for men; and when they do work, they know that it will not be long before they will be looking for another job. This constant threat to their economic security is rationalized into a positive value in order to live with the situation.

Another factor related to this puts the father at a disadvantage and, in many cases, leads to family relation problems. In many areas it is much easier for women to get steady employment than for men. This being true, it puts men in an insecure position–a feeling of inferiority and a state of frustration, for the role of the major breadwinner is taken from them. A high degree of drinking and drunkenness often results from this situation. Actually, the individuals are saying, "I don't want a job, " in order to preserve a degree of self worth. When the values of those who are classified as being "in poverty" are looked upon in this manner, then reasons for their behavior become somewhat clearer.

Arkansas, geographically, is almost equally divided into the Delta, Mountain, and Coastal Plains Regions. In each we find behavioral characteristics which are peculiar to people in the specific area. For example, the low-income Negro in the Delta Region is somewhat different in attitudes, values, etc., from those in the Coastal Plains Region. The same is true of the white people in the Mountain Region and those of the Delta Region. It is important to recognize and understand these subcultural differences and to consider them in designing an informal educational program like 4-H. If one observes the cultural differences, there are evidences that the "regular 4-H program" has become too highly structured to accommodate such differences.

Education

To many in this clientele, education receives low priority. Lack of regular school attendance and interest may result from a poor economic situation as far as the parents are concerned. However, many youth have poor attendance because they feel that staying out of school to work is a sign of maturity and this allows them to escape the unpleasant situation which imposes demands on them which they feel they cannot meet. The educational status of fathers obtained from 789 family responses reveal that only 22 per cent attended school beyond the eighth grade (Table 1a). This was somewhat higher, 32 per cent, for mothers (Table 1b).

TABLE 1

Education of Parents

A. Educational Level of Fathers

Group	*Not Reported	1-4th Grades	5-7th Grades	8th Grade	Some High School	Completed High School	Total
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	
Project Group Fathers	18	14	28	18	12	10	675
Camp Group Fathers	22	17	13	24	17	7	114
Total	19	15	26	18	13	9	789

*Those not reported include families with only one parent and those who did not wish to reveal their educational background.

B. Educational Level of Mothers

Group	*Not Reported	1-4th Grades	5-7th Grades	8th Grade	Some High School	Completed High School	Total
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	
Project Group Mothers	11	11	27	21	17	13	675
Camp Group Mothers	10	10	14	25	23	18	116
Total	11	10	25	22	18	14	789

*Those not reported include families with only one parent and those who did not wish to reveal their educational background.

Data (in Table 2) reveal that about 59 per cent of the youth are one or more grades below what is considered normal for their age while five per cent were advanced. Slightly less than one per cent are listed as dropouts; however, 18 per cent were two or more grades behind what is normal for their age group. This data reveals further evidence that this group is not only behind in social activities but also in education.

TABLE 2

AGE AND GRADE DISTRIBUTION OF PARTICIPANTS
THREE-COUNTY TOTALS

Age of Participants

GRADE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	TOTAL
[illegible]											[illegible]	[illegible]	[illegible]	[illegible]
[illegible]										[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]									[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]								[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
[illegible]						[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
[illegible]					[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			[illegible]
[illegible]					[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]		[illegible]
[illegible]				[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]					[illegible]
[illegible]			[illegible]	[illegible]	[illegible]	[illegible]	[illegible]							[illegible]
[illegible]			[illegible]	[illegible]	[illegible]		[illegible]							[illegible]
[illegible]		[illegible]	[illegible]	[illegible]	[illegible]			[illegible]						[illegible]
[illegible]	[illegible]	[illegible]												[illegible]
Drop-out								[illegible]		[illegible]		[illegible]	[illegible]	[illegible]
TOTAL	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Communication

Living under these adverse conditions demands little verbal communication. Communication becomes very crude and of little use in the larger society. Disadvantaged families tend to live from day to day with very little concern for the past and practically no planning for the future. In the extremely low socioeconomic families there is little contact with the outside larger society. This is especially true where there are a few scattered among a larger middle class community. In one low-income area where 68 youth belonged to seven Special Youth Project groups, only [illegible] youth attended Sunday school or church.

When asked if any member of the family had previously participated in Extension, 77 per cent of the 789 families responded negatively (Table 3). Participation was defined to include any member of the family holding membership in Extension Homemaker Clubs or 4-H, making office calls, attending an Extension sponsored meeting, or having made an effort to get information from the Extension office. Previous contact with Extension from the remaining 23 per cent was primarily through 4-H work. [illegible] had been contacted through other Extension program activities.

TABLE 3

Families with Previous Participation in Extension

roup	Extension Participation	Per Cent	Extension Nonparticipation	Per Cent
roject Group amilies = 675	144	21	531	79
amp Group amilies = 114	38	33	76	67
otal	182	23	607	77

Nineteen per cent of the families reported receiving a daily newspaper while only 10 per cent received a weekly paper (Table 4). Twenty-nine per cent of the respondents indicated that they did not receive a paper, but 42 per cent participating in the regular program did not complete this question.

TABLE 4

Number and Per Cent of Families Receiving Newspapers

Group	Daily Newspaper Receiving		Weekly Newspaper Receiving		Newspaper Not Receiving		Not Reported		Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
No. Families Project Group	139	20	55	8	209	30	291	42	694
No. Families Camp Group	13	11	30	26	24	20	50	43	117
Total	152	19	85	10	233	29	341	42	811*

*At least twenty-two families received both daily and weekly newspapers.

Levels of Income

Just as in other segments of our society, the disadvantaged are sensitive about their incomes. Many do not know their total yearly income. Five per cent of the 789 families did not respond to this part of the questionnaire. The data (in Table 5) reveals that 79 per cent of the families had income of $3,000 or less, and 56 per cent had less than $2,000. Forty-seven per cent were receiving some type of welfare assistance (as shown in Table 6).

TABLE 5

Approximate Yearly Income of Families

Approximate Income	$500	$1,000	$2,000	$3,000	Over $3,000	Not Reported
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Project Group Families N = 675	7	17	31	24	16	5
Camp Group Families N = 114	1	18	39	20	11	10
Total	6	18	32	24	16	5

TABLE 6

Families Receiving Welfare Assistance

Group	Receiving Welfare Assistance	Per Cent
Project Group Families N = 675	321	48
Camp Group Families N = 114	52	46
Total	373	47

Occupation

Almost half, 47 per cent, of the 789 families were receiving some type of welfare assistance. Table 7 shows that 18 per cent of the families made their living farming, and most of these were small subsistence farms. Twenty two per cent were laborers and most were living on a farm and working as day laborers. Three per cent of all respondents indicated they were unemployed, but 21 per cent of the camp group listed unemployed. Seven per cent indicated they were retired or disabled. There are reasons to believe that a rather large per cent of those not reporting are unemployed. Many are only seasonal workers, particularly those employed as farm day laborers.

TABLE 7

Occupation of Head of Household

Occupations	Camp Group		Project Group		Total Group	
	No. of Families	Per Cent	No. of Families	Per Cent	Total Families	Per Cent
Farmer	14	12	127	19	141	18
Laborer	20	18	157	23	177	22
Factory or Mill Worker	4	4	39	5	43	5
Retired or Disabled	21	18	36	5	57	7
Railroad Worker	0	0	31	5	31	4
Bus, Truck or Equipment Operator	5	4	12	2	17	2
Self-employed	4	4	9	1	13	2
Teacher or Minister	-	-	7	1	7	1
Carpenter	4	4	17	3	21	3
Service Station Attendant	-	-	10	1	10	1
Unemployed	24	21	-	-	24	3
Others	11	10	64	9	75	10
Not Reported	7	6	166	26	173	22
Total	114	100	675	100	789	100

Housing

As one views a poverty-stricken area, several environmental characteristics are readily observed. Homes and other buildings are in poor state of repair or in some cases dilapidated. Evidence of improvements or repairs are few and in some places nonexistent. This is especially true with families in the lower segment of low-income families.

In some areas a high degree of absentee ownership is associated with the problem. Other things that may be observed are poorly kept yards, rotted porch floors and steps, weatherboards loose or deteriorated, broken window panes, leaky roofs, lack of underpinning screens, and lack of insulation or windproofing to keep out dust and cold. Most homes are usually small for the size of family. Almost half of the families had one to four rooms. Seventy-five per cent had less than five rooms per family. Average size home is 4.7 rooms (Table 8), while the average number of children is 5.2 per family (Table 9). Many homes lack furniture and much of the furniture is often in poor state of repair.

TABLE 8

Number Rooms in Participant's Family Homes

Number of Rooms in Family Home	1	2	3	4	5	6	7	8	9	Total	Average Per Family
Project Families	1	9	56	243	186	120	37	16	7	675	4.8
Camp Families	1	5	13	50	26	8	3	-	1	114	4.0
Total	2	14	69	293	212	128	40	16	8	789	4.7

TABLE 9

Number of Children Per Family

No. Children Per Family	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Average Per Family
Project Group Per Cent Families	8.3	12.0	12.6	13.6	11.2	13.1	7.7	6.4	5.0	3.6	1.5	2.0	.79	.47	.63	.15	5.2
Camp Group Per Cent Families	4.3	9.6	18.4	21.0	10.5	9.6	9.6	7.0	6.1	3.5	-	-	-	-	-	-	4.7
Total Per Cent Families	7.7	11.6	13.6	14.7	11.1	12.6	8.0	6.5	5.2	3.6	1.3	1.7	.85	.40	.53	.13	5.2

Household Conveniences

Most of the 789 families, 96 per cent, participating had electricity (Table 10). Ninety per cent of all families had a refrigerator and 80 per cent had televisions, although some were inoperative. Television seems to give families an escape from their real world. However, it may also build up their sense of helplessness and frustration by putting before them things they desire and yet are seemingly out of their reach. Twenty per cent more families had washing machines than had running water which indicated the values these families place on washing machines as a need or status symbol. Only 38 per cent of the families had sewing machines. One notes a difference in the number of radios and televisions in the camp group compared to the project group. This difference may be explained by the fact that some families in the camp group live out of television reception range, therefore, depended more on the radio.

TABLE 10

Family Household Conveniences

Conveniences	Project Group Families with		Camp Group Families with		All Families	Per Cent
	Number	Percent	Number	Percent		
Electricity	650	96	110	96	760	96
Refrigerator	611	91	103	90	714	90
Television	547	81	85	75	632	80
Washing Machine	502	74	73	64	575	73
Radio	405	60	96	84	501	63
Running Water	361	53	55	48	416	53
Sewing Machine	240	36	58	51	298	38
Telephone	182	27	44	39	226	29

Parents and Children

The Special Youth Project involved disadvantaged youth in both rural areas and in small towns. Data in Table 11 show that 45 per cent of the youth live in small rural towns while 29 and 26 per cent were rural farm and rural nonfarm, respectively. Many of the young people were without the advantage of having both parents at home. Twenty-three per cent of the families had only one parent. Table 12 shows the camp group had a higher incidence (31 per cent) of broken homes than in the regular project group families (21 per cent). One possible explanation of difference is that outmigration of young people to larger population centers is very high in the Mountain Region. The pressures of adjustment to big city life is great and often the home is broken through divorce. Since raising a family alone would be difficult, usually the parent receiving the children seeks refuge back home with their parents. Table 13 gives an age distribution of all participants. Average age of all participants was 12.3 years.

TABLE 11

Where Special Youth Project Families Live

Group	Farm Per Cent	Rural Nonfarm Per Cent	Rural town Per Cent
Project Group Families N = 675	29	23	48
Camp Group Families N = 114	29	43	28
Total	29	26	45

TABLE 12

Number and Per Cent of Families with Only One or Both Parents at Home

Group	Families with both Parents	Per Cent	Families with one Parent	Per Cent
No. Families Project Participants	530	79	145	21
No. Families Camp Participants	79	69	35	31
Total	609	77	180	23

TABLE 13

Age Distribution of Participants

Age of Youth	6	7	8	9	10	11	12	13	14	15	16	17	18	Average Age
Per Cent of Youth in Project Group N = 998	.90	1.5	6.1	9.1	9.9	11.0	11.9	14.3	10.3	11.2	6.4	4.9	2.3	12.3
Per Cent of Youth in Camp Group N = 170	-	-	-	8.2	13.5	18.2	25.2	15.2	11.1	5.8	.58	.58	.58	11.9
Total Per Cent of Youth	.77	1.2	5.2	9.0	10.4	12.0	13.8	14.4	10.4	10.4	5.5	4.2	2.0	12.3

Clothing - Food

Clothing takes a high priority especially among the upper and middle low-income families. In an assembly of disadvantaged youth one would not always recognize they are from low-income families by the way they are dressed. They will forego furniture and repair for the home to have better clothes to wear. Their exposure to and response from others is more on a personal basis rather than on the type of home they live in or model of car they drive.

Generally, food is prepared much in the same way that it has been handed down from their parents. There is little use of written recipes and concern for a balanced diet. Surplus commodities provide a large part of the family foods. Very few of the extremely low socioeconomic families have home gardens and most do not attempt to preserve foods by canning or freezing. The amount and quality of the family food supply was increased in three counties through vegetable garden projects. Seeds and fertilizer were furnished each family. In addition to having fresh vegetables, many families canned or froze vegetables for the winter months.

Additional Family Information

Three-fourths of the Area Special Youth Camp participants had never belonged to 4-H or other types of youth organizations. Data in Table 14 reveals that 49 per cent of those who were or had previously held 4-H membership had incomes of about $2,000 or less as compared to 63 per cent of the non-members.

TABLE 14

Approximate Yearly Income and 4-H Membership of Camp Participants

Approximate Income	$500	$1,000	$2,000	$3,000	Above $3,000	Not Reported
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
4-H or Former 4-H members	-	7	42	31	18	2
Non-members	2	21	40	14	10	13
Total	2	18	40	19	12	10

There was very little difference in the number of children in the family and the distribution of families among several levels of low-incomes as shown in Table 15.

Data collected on all project families shown in Table 16 indicates that, 30 per cent, one-parent families are receiving welfare as compared to 70 per cent of the unbroken homes.

TABLE 15

Family Size and Level of Yearly Incomes of Camp Participants

Approximate Income	$500	$1,000	$2,000	$3,000	Above $3,000	Not Reported
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Participants in families with less than four children	1	18	40	19	12	10
Participants in families with five or more children	2	16	41	19	14	8

TABLE 16

Project Group Families with One or Both Parents at Home and Welfare

	Families with Both Parents Per Cent	Families with One Parent Per Cent
Families Receiving Welfare	70	30
Families not Receiving Welfare	87	13

Data in Table 17 indicates that among low-income families participating in the Special Youth Project, Extension works with a greater per cent of welfare families than non-welfare families. Twenty-five per cent of the welfare families participated in some phase of the Extension program as compared to only 19 per cent of the non-welfare low-income families.

TABLE 17

Welfare and Families with Previous Participation in Extension

	Extension Participation Per Cent	Extension Nonparticipation Per Cent
Welfare Families	25	75
Non-welfare Families	19	81

According to Table 18 there is a tendency for non-welfare homes to have more modern household conveniences. Low-income parents who had more than an eighth grade education also had more conveniences than those with less education as shown in Tables 19a and 19b.

TABLE 18

Welfare and Family Household Conveniences

Conveniences	Families Receiving Welfare		Families Not Receiving Welfare	
	Yes - Per Cent	No - Per Cent	Yes - Per Cent	No - Per Cent
Electricity	94	6	99	1
Telephone	17	83	36	64
Radio	54	46	65	35
Television	72	28	89	11
Running Water	40	60	64	36
Washing Machine	65	35	83	17
Sewing Machine	29	72	43	57
Refrigerator	84	16	96	4

TABLE 19

A. Education of Fathers and Household Conveniences

Conveniences	Fathers with less than 8th Grade Education		Fathers with 8th Grade or more Education	
	Per Cent - Yes	Per Cent - No	Per Cent - Yes	Per Cent - No
Electricity	98	2	100	—
Telephone	23	77	45	55
Radio	60	40	74	26
Television	81	19	92	8
Running Water	52	48	66	34
Washing Machine	74	26	85	25
Sewing Machine	34	66	47	53

TABLE 19

B. Education of Mothers and Household Conveniences

Conveniences	Mothers with less than 8th grade education		Mothers with 8th grade or more education	
	Per Cent - Yes	Per Cent - No	Per Cent - Yes	Per Cent - No
Electricity	97	3	99	1
Telephone	22	18	41	59
Radio	58	42	74	26
Telephone	78	22	89.7	20.3
Running Water	48	52	66	34
Washing Machine	73	27	83	17
Sewing Machine	34	66	44	56
Refrigerator	91	9	94	6

As the level of parent education increases, there is greater participation in the Extension program and reduction in the per cent participating in welfare programs as shown in Tables 20a, 20b, 20c, and 20d.

TABLE 20 a.
Education of Fathers and Welfare

Education	Per Cent Receiving Welfare	Per Cent not on Welfare
Fathers with less than 8th grade	49	51
Fathers with 8th grade or more	27	73

TABLE 20 b.
Education of Fathers and Extension Participation

Education	Per Cent of Participation	Per Cent of Non-Participation
Fathers with less than 8th grade	22	78
Fathers with 8th grade or more	28	72

TABLE 20 c.
Education of Mothers and Welfare

Education	Per Cent Receiving Welfare	Per Cent not on Welfare
Mothers with less than 8th grade	54	46
Mothers with 8th grade or more	31	69

TABLE 20 d.
Education of Mothers and Extension Participation

Education	Per Cent of Participation	Per Cent of Non-Participation
Mothers with less than 8th grade	21	79
Mothers with 8th grade or more	27	73

The average size home of families with more than four children was slightly larger, 4.3 rooms, than families with less than five children. Over half of the families with five or more children lived in homes with less than five rooms per home as shown in Table 21.

TABLE 21
Families Represented in Camp and Size of Homes

Number of Rooms in Home	1	2	3	4	5	6	7	8	9	Not Reported
Per Cent of Families with Less than Five Children N = 85	1.1	8.3	15.2	36.4	28.2	3.5	1.1	-	2.3	4.7
Per Cent of Families with Five or more Children N = 86	1.1	2.3	8.1	55.8	11.6	12.7	4.6	-	-	3.4
Per Cent of Total Families	.58	1.5	11.6	46.1	19.8	8.1	2.9	-	1.1	4.0

Pressures of the Disadvantaged

Over the years there has been a very slow economic, educational, cultural, social, and psychological change among the poor. With the advent of mechanization, automation, and general accelerated advancement of the larger society, they feel tremendous pressure for change. This has, in turn, increased the degree of depression, anxiety, apathy, and personal confusion. To them, the new world has come overnight and they feel the pressure of behaving in a way completely unfamiliar to them, and one in which they are unprepared.

Just as physicians recognize the importance of time in treating acute illness, the larger society should also recognize the need of immediate intensive exposure of the disadvantaged to educational treatment for their inadequacies.

Planning for Change

Conceptual Frame of Reference

In the beginning stage of the study, a conceptual frame of reference was conceived to serve as a guide for developing and implementing the study (Figure 2, page 18). The various elements included in the framework have been set forth by several authorities in education and the behavioral sciences.

There are four major steps to understanding the framework. First, there is a need to realize that the larger society is responsible for setting up standards of behavior or conduct, and these are influenced by certain factors such as tradition, culture, mores, etc. Membership acceptance in any group or society correlates with ability of an individual to live up to these expectations of the group. Those who do not have full participation must acquire the expected behaviors to qualify for greater acceptance.

Second, authorities in the behavioral sciences have provided certain basic information regarding human behavior. Regardless of an individual's status in life, they have certain physical, social and psychological needs. Also, these needs are ordered according to the intensity of the desire for fulfillment. These needs motivate individuals if they see an opportunity to fulfill them.

Third, to help the disadvantaged achieve a more active role in the larger society, there must be change in their behavior. These changes can best be made through planned educational experiences. These educational changes include those which are cognitive (knowledge, understanding), emotional (attitudes, feelings), and physical (skills). For example, an individual may be generally accepted or rejected by the larger society by the way he dresses, the quality of clothes, color combination, styles, etc. Even the inability to communicate will restrict the individual's participation in society. Often approval or disapproval depends on one's attitude toward himself and others. The way an individual sees himself to a large degree determines his behavior; however, this image is largely the result of how others see that individual. Ultimately it is the action-reaction between people that determines their behavior.

Fourth, the agent should understand the societal and educational needs of the individual, the forces for motivation and provide an appropriate environment for the disadvantaged to change. The agent should make arrangments for resources and select the best methods and techniques, etc. for providing learning experiences. These should be an extension of and built into their present level of experiences. To bring about a satisfactory conclusion, the program assistant or aide must act positively toward the individual youth. Most individuals desire to live up to expectations of others. If a program assistant believes a young person has certain potential, and his action is directed toward reinforcement of this belief, then in time the individual will usually react positively.

Behavioral Change - Social Adaptation

Man is constantly seeking to master or adjust to his environment. He seeks ways and means to help him achieve a suitable role in his environment. Many disadvantaged youth are isolated because they lack the necessary skills to compete for a suitable role in the larger society; therefore, they delimit their environment in order that they may be more comfortable and find a satisfying role although it may be small in scope.

Once individuals find a satisfying role, they tend to resist further change. Often they feel uncertain, unsure, and suspicious about changes or new ways, ideas or things. Therefore, they feel more comfortable by holding to old-tried and traditional ways. To them they are sure, certain, and predictive. Frequently, it is difficult to get motivational impact with the disadvantaged because they do not see where 4-H or similar type youth groups would be rewarding to them.

Change involves the cognitive, preceptive, and emotional sub-systems of man's behavior. Perhaps the most sensitive of these is the emotional sub-system. Many times to even suggest change implies previous action is either wrong or inadequate and is likely to stimulate emotions to the extent blocks are set up before there is adequate chance for knowing and understanding the advantage of change. An example of this may be found in the evaluation interview with an Extension program assistant on page 54. One father told the program assistant that he did not want any favors from the Government. He later found out more about the program through his brother, whose children were participating, and decided project work could be rewarding for his children.

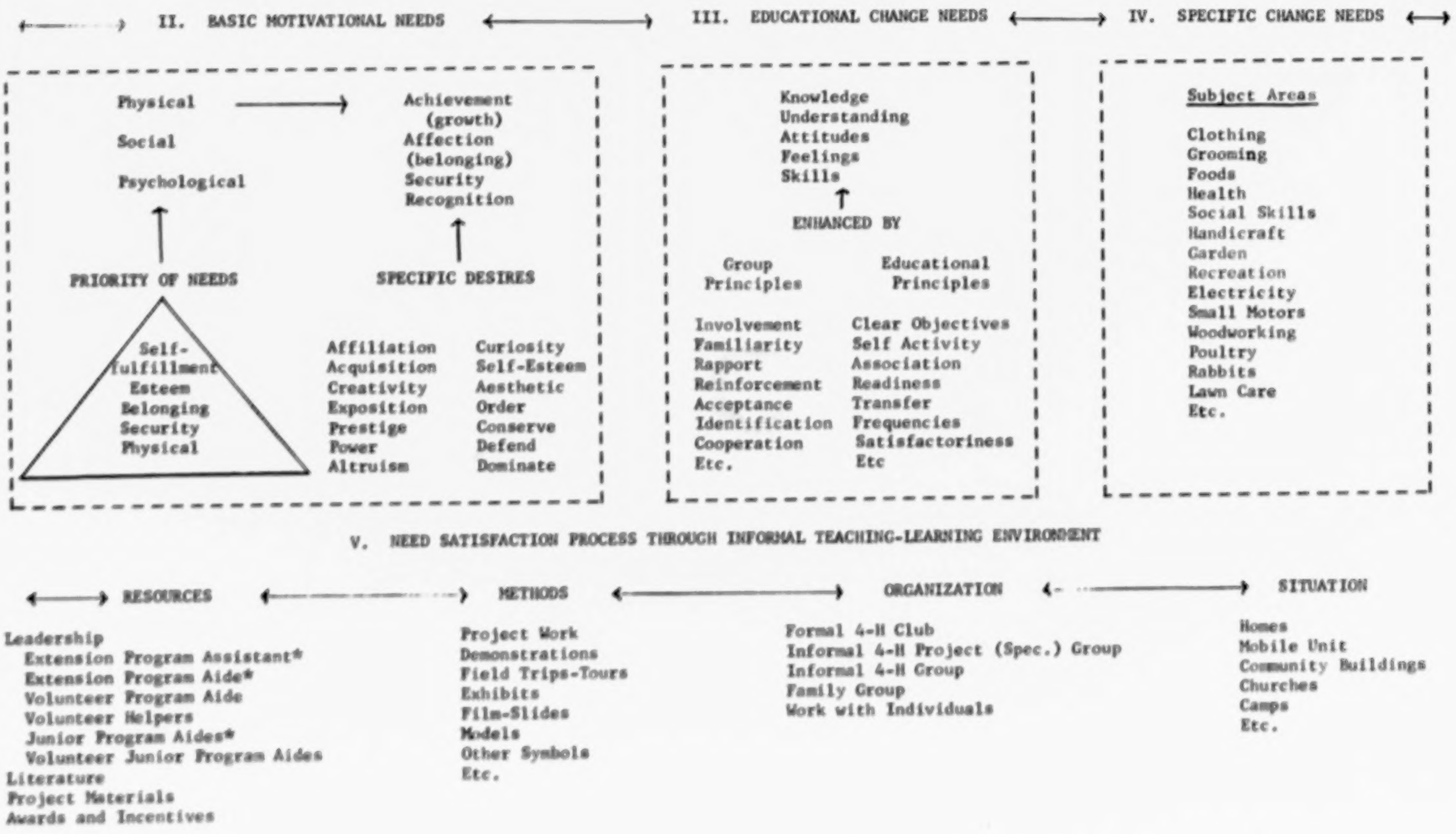
Adverse emotional reaction is more likely to occur if change is very rapid in taking place. The intensity of the emotional reaction or block is usually proportional to the rapidity of the change. The agent should not exert any more pressure for change than the clientele can accept or assimilate. The agent should be sensitive to the reaction and use sound judgment as to the speed of acceptance.

Resistance to change can be caused by the lack of trust in "outsiders." Families which are disadvantaged do not always trust outsiders. They have learned not to trust the outsider because they have experienced failure with many who were not there to help but to take advantage of them. Any voluntary educational program for change will be more effective when the leadership comes from within their realm of trust.

The more faith, trust, and confidence they have in the change agent, the sooner effective and efficient changes can be made. This was illustrated by the work carried out by an extention program assistant working in an area of the Ozark Mountains. Since the program assistant was a trusted and respected member of the larger area, she was able to

Figure 2

I. Expected Behaviors or Standards of Conduct Set by Society and Influenced by Culture, Tradition, Mores, Sentiment, Genetic Factors, Geographical Factors, Knowledge, Understanding, Attitudes, Feelings and Skills



*Paid Leadership

exert considerable pressure on the parents to let their children participate in project work. If a person from outside the community had used the same strong verbal pleas, the reaction of these families would likely have been violent. One should always be cognizant that man will resist changes that he thinks will:

(1) Place his own security in jeopardy - status, role, values, food, friends, shelter etc.

(2) Change that he does not understand. The clientele cannot see them rewarding if they do not understand them.

(3) Man has a built-in system for resisting change when it is being forced upon him. To achieve, be successful, to grow, feel secure, and maintain dignity, an individual should feel they have a part in the decision for change.

Individual Needs and Change

In designing appropriate educational experiences for these youth, one must consider both personal and group relationships. Regardless of the socioeconomic state in which people are found, it must be assumed all people, to a degree, have basic needs for new experiences, response from others, security, and recognition. These needs have been identified by several authorities; however, with disadvantaged youth they are much more obvious.

Personal Relationships

1. **The need for new experiences**. For disadvantaged youth, new experiences have been limited due to the lack of encouragement on the part of parents, teachers, leaders, or the opportunity and resources for having them. Once a young person fails to have a developmental experience, others tend to become more difficult, and this difficulty tends to increase as the youth grow older.

2. **The need for response**. This need is often lacking among this category of youth. The proper response from the parent is often lacking. Responses from others depend on the way the youth present themselves to others, and this response is often negative due to their dress, manners, skills, attitudes, etc.

3.**The need for security**. The fact these youth have not had certain experiences which develop self-confidence, self-assurance, and appreciation for others, as well as the lack of response from others, contributes to their feeling of insecurity.

4. **The need for recognition**. If the youth do not possess an acceptable attitude, understanding, and/or skill, there is little likelihood they will receive adequate recognition.

Group Relationship

Basically human behavior is motivated by one or a combination of these needs. Most motivational needs are brought about through group relationships. The experiences of working with disadvantaged youth in Arkansas suggests that one must keep in mind four basic elements in establishing group relationships–activity, sentiment, interaction, and norms. The more frequently the youth interact (activity) with one another, the stronger their sentiments of friendship for others are likely to be. Youth who interact with one another frequently are more like each other in attitudes, interests, and understanding.

To the degree that the activities of an individual in a group conform to the norms of a group, members of the group will like him and work with him in carrying out group projects.

One can readily see the four basic needs and the four basic elements of group relationships are not independent of each other, but rather interdependent. As the group meets the four basic needs of the individual, it will tie that individual into the group. With the individual interacting with others, participating in those activities common to all groups, the group is strengthened and enlarged.

Disadvantaged youth, in most cases, are limited in their need fulfillment. The opportunities available are usually at such a high level that they are unable to satisfactorily participate. In designing an educational experience for these youth, one must recognize where they are and start there. In most cases, this is at a much more elementary level than most people are able to visualize.

Preparing for Change

A plan for change can only be as good as the information on which it is based. Obtaining any background information as it relates to facts, problems, successes or failures, are essential in good planning.

A practice that has served this study very well has been that all parties involved were completely informed as to the purposes and objectives of the study. In the past apologies have often been made to sponsoring individuals for taking so much of their time and failing to see the necessity of informing and keeping them appraised of plans, progress, and results.

Another profitable practice has been to involve as many non-Extension people as feasibly possible. Not only is this an effective and efficient way to educate and appraise the public of the needs but it also helps economically.

A procedure for gaining useful situational information has been personal interviews with former leaders, parents and youth of inactive or deficient 4–H Clubs in low-income areas. Through listening, needs, interests, problems, and potential can be assessed.

Informal interview visits with low-income families provide worthwhile information as to attitudes, values, needs, interests and concerns. Information gained from these visits has provided much of the information on which the Special Youth Project program is planned.

Making initial contact with disadvantaged families may be a problem with agents. Present Extension cooperators have been helpful in making contacts with low-income families. School officials and teachers, welfare personnel, church ministers and Sunday School teachers, as well as business and civic leaders, have been very helpful in opening doors to this clientele.

Extension personnel find it very helpful to make field visits with social workers to determine what the families are like and where they are educationally in their specialty. Information gained through personal interviews and observation is much more helpful than merely raw data obtained through surveys.

To facilitate communication by distinguishing this special program effort from the "regular 4-H program," the title "Arkansas Special Youth Project" is used. In the initial stages of programming work with disadvantaged youth, along with the regular 4-H program, there are several questions one should consider. They are:

1. To what degree are the youth and their families deprived, and where do they live in the county? Do they live in a community or adjacent to a community where there is an active 4-H Club?

2. Will there be some dissension among volunteer 4-H leaders and program aides if the latter are paid for their services, and if project resources are furnished gratis to a disadvantaged youth?

3. What is the organizational image of 4-H among the clientele of youth? Do they:

  a. Have the concept that to participate in 4-H they must have finances to buy a calf, pig, etc., for a project?
  b. Feel they will be asked to hold a meeting in their home?
  c. Feel they may have to serve as an officer, on a committee, or give a demonstration before the club?
  d. Feel they are required to keep and turn in a 4-H record book?
  e. Feel they will be asked to participate in countywide activities?

ORGANIZATION

The organizational structure in the Special Youth Project consists of the many elements which make up the learning environment. The elements provide a systematic way to present learning experiences and are arranged to build up and reinforce each other. Also, it serves to greatly increase the efficiency and effectiveness of the adults charged with the teaching responsibility.

Disadvantaged youth have previously had little experience in developing behavioral skills which are often taken for granted by other segments of society. Generally they have not had the experience of making decisions necessary for selecting a club project, performing as an officer, giving a demonstration, giving a report, or serving on a planning committee. Since these young people were lacking in these types of experiences, no effort was made to include them in the initial phase of their work. Their learning experiences were provided through informal, unorganized project groups under close supervision of an adult. The adult may be a program assistant, program aide, or program helper depending on the level of leadership employed. Although adults provided most of their assistance in a group setting, many did a great deal of individual work, particularly as it related to personal problems of the youth. As the groups developed better individual and group behavior, more group activities such as singing, games, and rituals were made a part of their program.

Project groups were encouraged to grow in social and organizational skills to the extent they feel a need to participate in a more formalized group setting. Some groups requested and were assisted in organizing a regular 4-H project club. The significant factor is that whatever is done should be based on the needs and interests of the youth – "*start where the youth are.*" Use of the basic organizational pattern under other situations are described on pages 39-44.

Projects

The wide variance in knowledge, understanding, and skills of disadvantaged makes flexibility in projects of paramount importance. Project units have been designed to start with the simple and progress toward the more complex.

A significant problem of project work is that of gaining and holding interest of youth over an extended period of time. To avert this "interest gap" problem, project group meetings are held for one and one-half hours every week or ten days. Eight or more sessions over two or three months are a planned program of work. Acquiring tangible evidence of progress is of particular importance to the youth. They want to make something they can show others, particularly their parents, relatives, and school friends.

There are several considerations that one should keep in mind in developing project work for the disadvantaged. First, the families generally have very limited incomes and are unable to supply all or even a part of the resources for project work. Some families who may have the financial resources may not understand the value of youth work to the extent they are willing to provide funds for project work. Second, the youth generally are not ready for the type of learning experiences usually offered in many youth programs. Several helpful guidelines to use in designing learning experiences through project work are:

1. Projects should be simple enough that the youth can complete the units and experience achievement and be reinforced by response from others.
2. A minimum of resources to carry out projects should be required. Sufficient funds should be made available to provide all resource material if necessary.
3. Projects offered should have relevancy to the everyday life of the disadvantaged. They should learn those things that they can put to use and help make their lives more meaningful.
4. Projects should be those in which basic knowledge and skills are learned and may be applied to other areas of everyday living. The young person who learns to measure, saw, nail and paint a birdbox may use those learned skills to build a much needed set of doorsteps, repair the porch floor, etc.
5. Project work should be planned and executed in such a way that the youth learn to become self-reliant, learn how to think through and solve problems, and learn how to respect and work with others.

6. Projects should be selected to meet the needs of individuals and not necessarily for the group. An ideal group may be one of the same age, sex, interest, background experiences and capabilities. However, this situation is not often found, therefore, the adult in charge should be sensitive to the individual needs and help them plan their project work accordingly.

To gain the interest of the youth and support of parents, initial project work should be those that are tangible – building or making things with little reading, verbalizing, organizing or planning. Most previous recognitions have been related to speed use of physical skills such as running, pitching a fast ball, picking more cotton, strawberries, etc. The desire to do something fast to gain recognition carries over in project work and affects the quality of their work.

The adult in charge should readily compliment the youth for good work and for any improvement, but should be very tactful in use of constructive criticism. Evaluation should not be based on perfection but on progress of the individual in relation to his background experiences and capabilities.

Major subject areas which appear to fit into the needs and interests of the youth are clothing, foods, handicraft, home improvement, home management, electricity, small engines, woodworking, and gardening.

Project Group

The basic Special Youth Project group is built around an adult who gives close group supervision. The members were not enrolled as such but did complete a participation card. This approach was used to avoid having the youth feel they were being trapped or coerced into an organized group and yet needed information was obtained for the study.

It is helpful to remember that these youth generally are more submissive, shy, tend to withdraw, and depend on others more than youth in the larger society. Their levels of aspiration tend to be limited by lack of adequate education, social experience, and inability or lack of interest on the part of parents to help motivate and guide them.

A place for the project group to meet is often a major problem. The homes are small with an average of 4.7 rooms per family, and crowded with 5.2 children per family with household furnishings in poor condition and unorganized. Generally speaking, the families do not want groups to meet in their homes. Most groups met in homes, some in churches,and others in community buildings,vacant schools or houses.

Project groups normally vary in size from six to twelve youth per group. The size of group is important and may influence the effectiveness of the adult in charge. The greater the needs of the youth in a particular group, the smaller the group should be. The size of the group should be dictated by the needs of individuals that comprise the group. Extremely low-income youth demand a great deal of personal attention, therefore limits the size of the group. The project groups are formed by an adult program assistant or aide in a small geographical area. If a program aide is a part of the low socioeconomic community, he will normally select youth from disadvantaged families. If the leadership is provided by program assistants, they know the purpose of the program and will recruit in such a way that most of the group will be from low-income families. In some instances, the leadership has deliberately recruited one or more youth from affluent families to provide cross-cultural experiences and to help them carry out the program of work. Care should be taken by the adult to assure that these youth contribute to and not take away from the experiences of the disadvantaged youth.

The adult in charge and the group informally agree to carry out a program of work in a particular subject area. A "program of work" consists of at least eight 1½ hour sessions carried out over two and not more than three months. The informal commitment for this short period of time appeals to the youth, as well as to parents, and fits into time-span orientation. Meeting weekly or bi-weekly provides the youth reinforcement for continued interests and allows them to complete a project which they may not do if the program of work is planned for six or more months. The short-term program of work gives sufficient flexibility so they can complete a program of work and still meet the demands of parents to work in local fields or migrate to other areas of employment.

At the conclusion of a program of work, the group agrees to have an exhibit, a tour or some other type of recognition. Parents, Extension agents and other leaders are encouraged to attend in order to give added importance to the occasion.

Project Resources

No young person was left out of Special Youth work because they did not have money to buy project materials to carry out project work. Extension and, to some extent, private funds were used to furnish most demonstrational materials used. Project materials were classified in two categories, expendable and nonexpendable. Expendable materials were those that could only be used one time – paint, nails, plywood, cloth, etc. Nonexpendable items were those that could be used by other individuals and groups such as saws, hammers, scissors, etc.

The youth were encouraged to furnish their own materials if possible. To help cut down costs, Extension program assistants and aides located and used scrap materials from building contractors, leather companies, etc.

PROJECT RESOURCE AND LEADERSHIP COST

It has been difficult to arrive at a cost figure that could be used as a basis for conducting work with the disadvantaged in all areas since there are so many factors which influence cost. These costs have varied from county to county and no doubt they will vary from state to state. These factors include:

1. The employment opportunities and wage scale in a particular area. If employment opportunities are readily available, the type of adult needed for youth work may be employed full time and demand a higher wage rate than in areas where employment opportunities are scarce.

2. The density of population in the area and the amount of travel influence cost. This is supported by the leadership cost figures for an area of Craighead county, $2.94 per youth in a higher population density area of six square miles as compared to Johnson county, $5.25 per youth in a lower population density in an area of 15 square miles.

3. The type of project involved. Cost per individual for building a set of doorsteps in a woodworking project is much greater than building a birdhouse which can be made from salvaged lumber.

4. The initiative of the program aides or assistants in securing project materials. Some obtained material salvaged from building contractors, leather factories, garment plants, etc.

5. The number of youth per project and per county. Larger quantities of project resource materials can be purchased at a somewhat lower rate than just a few items.

6. The availability of chain or discount stores with fairly good quality project material, at below average cost.

7. The extent to which parents of youth furnish supplies for their children.

Program Aide Leadership

During March 1 to July 1, 1965 cost records were reported by two counties. These county programs involved 52 program aides and 370 youth from 296 different families. The costs per individual and program of work averaged as follows.

Average Cost Per Individual — Program of Work

Expendable project demonstration materials	$1.74
Nonexpendable project demonstration materials	1.26
Total for all project demonstration materials	3.00
Cost of leadership	6.52
Total cost of project materials and leadership	9.52

At least four groups conducted two programs of work. The aides were paid $35 to $50 per program of work. The total cost of nonexpendable materials were considerably lower after the original supply was purchased.

Program Assistant Leadership

In the summer of 1967 four counties were asked to report the cost of their summer program of work of about ten weeks' duration. These costs per individual and program of work averaged as follows:

Average Cost Per Individual — Program of Work

All project demonstration materials	$ .72
Cost of leadership	3.94
Total cost of project materials and leadership	4.66

The program reached 976 youth in 68 groups. This work was conducted by 10 program assistants along with the help of 23 program helpers. Cost will vary according to the factors previously mentioned. Total cost under leadership of program assistants varied from a low of $3.66 per youth in one county to a high of $6.13 in another. The aforementioned expenses do not include time and travel by county professional staff in recruiting, training and coordinating the work. Expenses did not include amount of time and travel by state personnel for program and administrative supervision. However, it is believed that these costs are very reasonable when compared to other youth groups and considering the approach necessary to reach these youth.

LEADERSHIP

There are many variables involved in designing and conducting an informal educational program for the disadvantaged youth. Among the major variables is that of leadership. A detailed discussion of this subject is recorded in an Arkansas Agricultural Extension Miscellaneous Publication 102 entitled "Leadership for Reaching the Unreached." In it the program roles of the various levels of leadership are discussed.

Over the years 4-H has been conducted with phenomenal success through the use of volunteer leaders. In the past few years many professional youth workers have expressed opinions that the only way to reach disadvantaged youth is through paid leaders (aides). The results of the Arkansas study indicate that it may be necessary to employ several categories of leadership, both paid and volunteer, to effectively reach all youth who need to be reached with an informal educational program. The approach used should be determined by the needs of youth, their socioeconomic and educational background, etc., and the resources available to support the program.

In the Arkansas study four levels of subprofessional leadership were employed. The remainder of this section will briefly describe each.

Extension Program Assistants

The Extension Program Assistant, employed in the Arkansas project, is a person who works under the supervision of the county Extension agents to extend the Special 4-H Project work to disadvantaged youth and their families. As described here, the program assistant is a part-time employee paid by the day to do youth work in a specific geographical area of the county. They work from one to five days per week depending on how much time they can devote to this type of work. These jobs are related to organizing special informal project groups, developing leadership (volunteer leaders), and demonstrating the project work.

Program assistants are in an intermediate leadership position between the professional Extension employee and the local volunteer leadership, through which the Special Project work operates. Such a position extends the Extension program, extends the work of regular Extension employees, and extends the detailed program supervision necessary for work with the disadvantaged.

Nonprofessionals, as Extension program assistants are often called, have been used very successfully in carrying out detailed tasks in other areas of business, industry, and professions such as health aides, nurses aides, etc. There are a number of reasons why this source of manpower should be utilized to reach the disadvantaged. They are:

1. Shortage of professional personnel to work in this area.
2. The tasks needed to be performed may not be challenging to the professional worker.
3. Professionals may lack patience with regard to progress of youth.
4. The expense of employing sufficient number of professionals to provide face-to-face relationships necessary to involve these youth.
5. The availability of local people who have the attributes favorable for the work.
6. The availability of local people who are highly motivative and trainable to do the job.

Extension Program Aides

Generally, unlike the Extension program assistant, the program aide is a local person that people in the neighborhood will respond to and respect. Most program aides live in the neighborhood in which they work. Usually, they are people who have a rather wide range of skills compared to others in the neighborhood. However, some have been selected to work with boys and girls because of their specific skill, i.e., woodworking, handicraft, art, etc.

The Extension program aide position, as employed in the Arkansas Special Youth Project, is an individual who may work directly under the supervision of a county Extension agent or program aides may be under the leadership and direction of Extension program assistants. In such cases both Extension program assistants and program aides are under the immediate supervision of agents to extend the Special Project work to disadvantaged youth.

The program aide is paid according to a contract agreement to give leadership for a "program of work" with disadvantaged youth. In contrast the program assistant described previously is paid by the day. Their tasks are similar to that of a 4-H volunteer leader. The program aide usually works with one group of eight to twelve young people in their neighborhood.

The "program of work" is a series of at least eight work sessions of about 1½ hours in length, and usually meet every week. Pay for the program aide has ranged from $35 to $50 per program of work.

Volunteer Program Aides

The role of the volunteer program aide is similar to that of a volunteer adult 4-H leader. The major difference is in the approach used and resources available to conduct work with disadvantaged youth. The volunteer aide agrees to conduct a program of work with a group of youth in the neighborhood on subjects in which they are skilled. They are furnished all resources necessary to conduct the program of work including Special Youth Project literature, expendable and nonexpendable project materials.

Volunteer Program Helpers

Volunteer helpers in the Special Youth study are local persons, usually parents who agree to help the Extension program assistant or program aide. They are recruited and selected by the Extension program assistant and program aide. Initially, their involvement consists of very simple tasks such as a place to meet, recruiting youth, passing out literature, etc.

Progressively, as the volunteer helpers gain more experience and confidence, they are asked to take more responsibility. The growth of the volunteer helpers will vary according to the ability and willingness of the individual to assume it. Some helpers have progressed to the degree they have assumed the responsibility for entire meetings when program assistants or program aides could not attend due to illness or some other reason. They have proven very helpful in recruiting youth, securing meeting places, helping with equipment and in helping the program assistant or aide in teaching the youth.

Project Group Attendance

Special Youth Project groups were formed with the agreement that the group would meet for at least eight work sessions over a two to three months' period. Attendance records were obtained on 10 groups with 134 members. Six groups were made up of 81 girls and four groups of 53 boys. Table 22 reveals that one group met for 19 sessions and most groups met more than eight times. In orientation sessions with program assistants, it was recommended that groups be limited to about 10 participants. However, after program assistants became cognizant of the great need to serve these youth, they attempted to involve all those who indicated an interest. Most large groups were reduced to a workable size after the first program of work. Some dropouts were the result of mixing older and younger boys in the same groups. Other participants were dropped because, to the program assistants, they were not interested and were disturbing others. It is interesting to note in Table 22 the smallest group had an average of 93 per cent attendance while the largest group had an average of only 49 per cent attendance. As the groups became smaller, the per cent attendance increased. Factors which influenced attendance were lack of transportation, poor weather, field work and illness. Program assistants observed that attendance was better when groups met on a particular day every week at the same time of day.

TABLE 22

Special Youth Project Attendance

		Number of Sessions in each Program of Work					Per Cent Attendance for each Program of Work					Total Avg.
PROJECT GROUPS	No. Members	I	II	III	IV	V	I	II	III	IV	V	
Group I	7	13	12	12	-	-	91	91	98	-	-	93
Group II	18	11	12	12	-	-	68	58	51	-	-	59
Group III	25	9	11	7	11	-	46	46	53	52	-	49
Group IV	16	10	12	19	13	-	61	76	62	55	-	63.5
Group V	9	12	8	10	12	10	85	78	82	74	84	80
Group VI	10	8	10	12	10	-	78	73	85	84	-	80
Group VII	13	10	12	-	-	-	65	39	-	-	-	52
Group VIII	10	8	10	-	-	-	58	79	-	-	-	69
Group IX	8	9	11	-	-	-	78	100	-	-	-	89
Group X	18	11	11	22	12	8	77	56	53	67	53	61.2
Total	134	10.1	10.9	13.4	11.6	9	71	70	66	66	69	69.6

LITERATURE

There are several factors that should be considered in planning literature for the disadvantaged. They are age of the youth, intellectual maturity, level of education, intensity of needs, and interest of subject matter areas. Fifty-four project units in 10 interest areas were developed and used. Guidelines used in preparing these units were:

1. Written on fourth to sixth grade reading level.
2. Short paragraphs, sentences, and simple meaningful words should be used. Where possible, drawings are used in place of words.
3. Liberal use of symbols such as artist drawings, pictures, lines, etc.
4. Use of two colors of ink, and usually on colored stock for attractiveness.
5. Use of large body type and headings with ample white space.
6. Limit the instructions to one main idea on four 8 x 10½ inch pages.
7. Five holes punched to fit two or three-ring notebook.

The home management units were designed especially for older girls who were interested in doing basic housekeeping work after school hours and on weekends.

Sixty-one per cent of the youth were enrolled in grades one to eight. A check with school principals revealed that reading levels averaged one or two grades lower than their actual grade level. Table 2 shows that most of the youth chronologically are in grades lower than they normally should be.

In writing the literature, efforts were made to keep the reading level between the fourth and sixth grade levels. Nineteen Special Youth Project leaflets and 20 regular 4-H publications were selected at random for readability tests using the Flesch and Dale-Chall (Revised) scales*. Figures 3 and 4 show the Special Youth Project leaflet readability scores on both the Flesch and Dale-Chall scales. The leaflets scored a low of 3.9 to a high of 4.8 on the Flesch scale. On the Dale-Chall scale these leaflets scored a low of 3.9 to a high of 6.0.

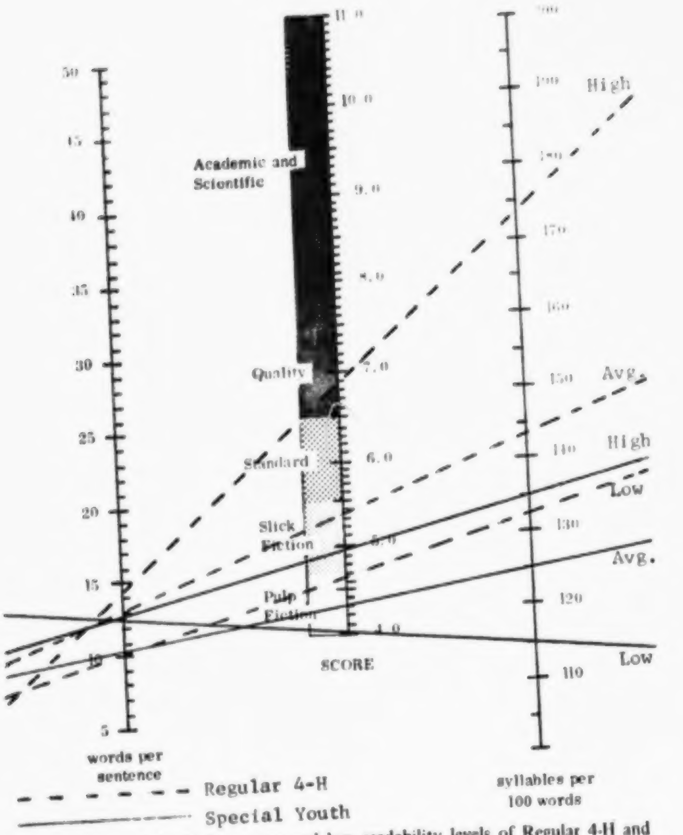
Figures 5 and 6 show a comparison of the two scales using the regular 4-H publications. The regular 4-H publications scored a high of 8.0 and a low of 4.7. Figures 7 and 8 show the scoring patterns on 17 publications in each literature group. (See page 26.)

The following are all composite scores of all literature analyzed in both groups:

	Special Youth Literature		Regular 4-H Literature	
Score	Flesch	Dale-Chall	Flesch	Dale-Chall
High	5.0	6.0	6.8	8.0
Low	3.0	3.9	4.7	4.7
Average	4.3	4.5	5.3	6.3

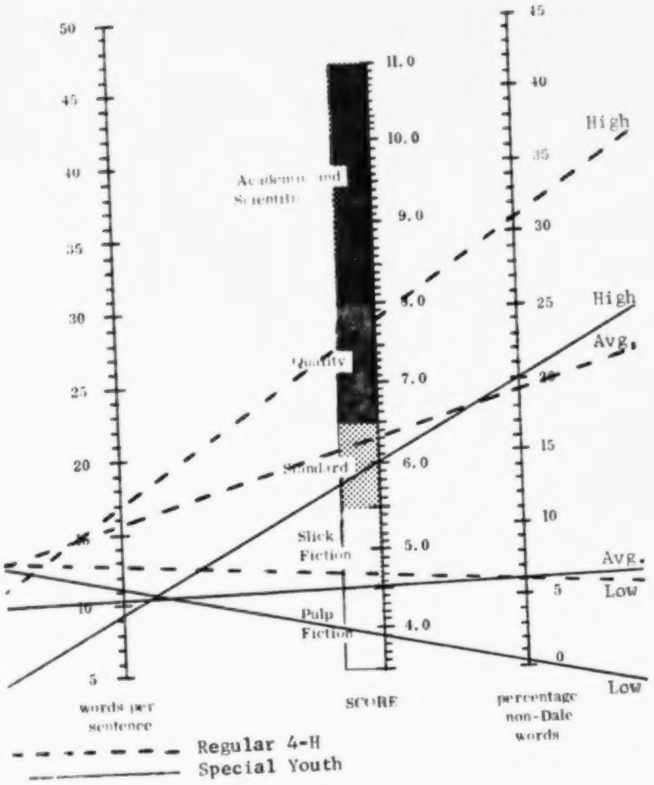
***These monographs were originally prepared by Dr. Richard D. Powers, Department of Agricultural Journalism, University of Wisconsin. Original scales appeared in Journalism Quarterly, Spring, 1959.**

Figure 3
FLESCH (Revised)



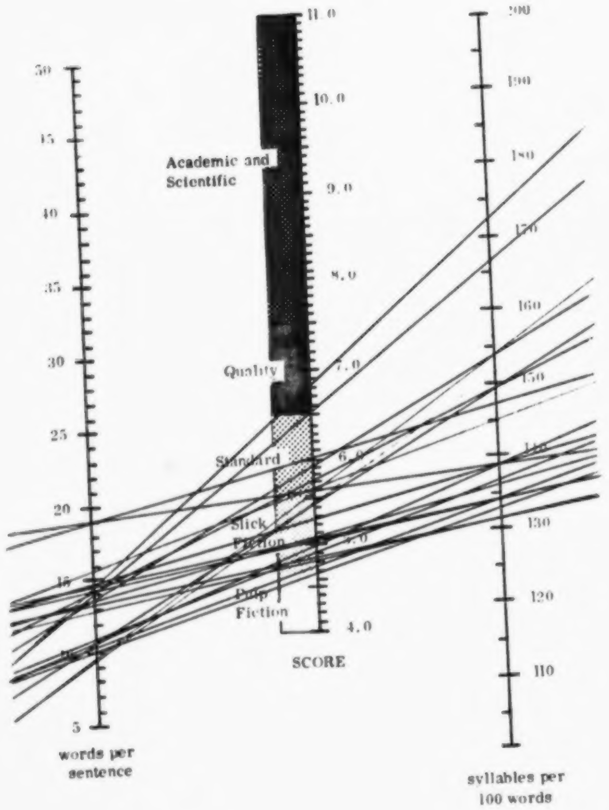
A comparison of the high, average and low readability levels of Regular 4-H and Special Youth Literature.

Figure 4
DALE-CHALL (Revised)



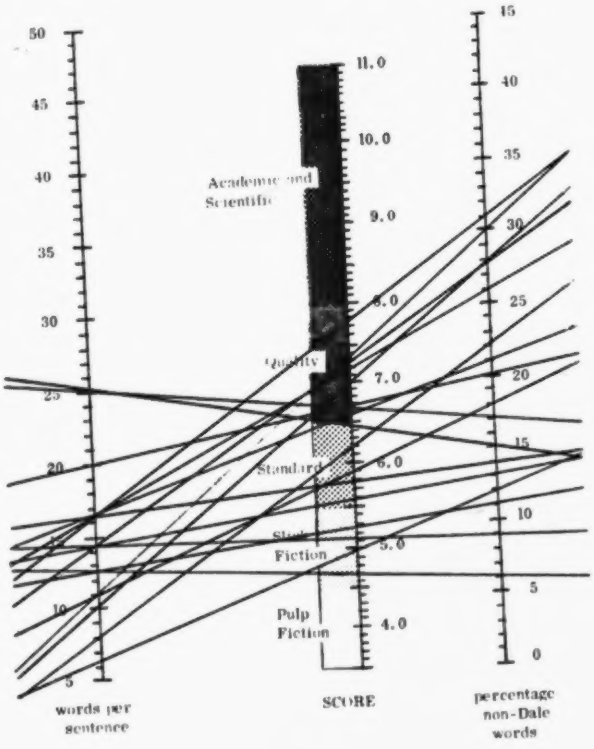
A comparison of the high, average and low readability levels of Regular 4-H and Special Youth literature.

Figure 5
FLESCH (Revised)



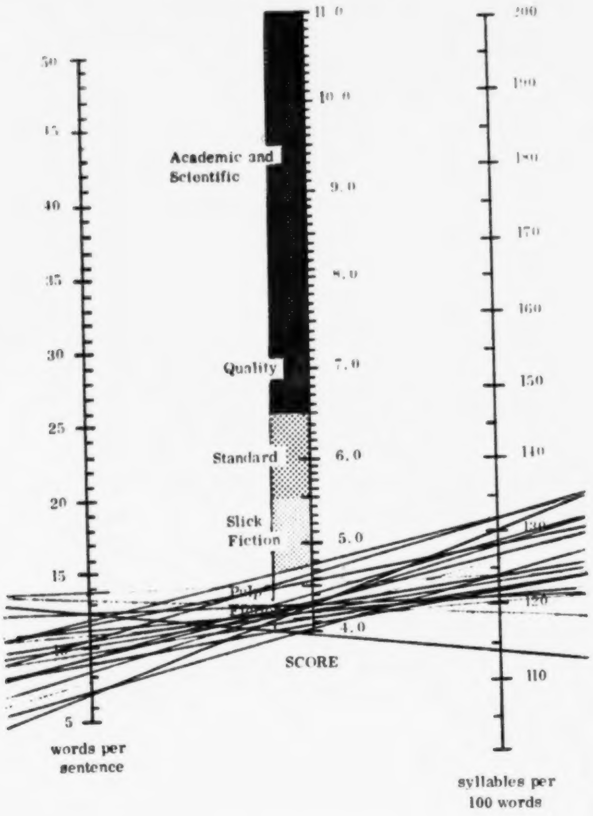
Scoring pattern of seventeen Regular 4-H publications randomly selected.

Figure 6
DALE-CHALL (Revised)



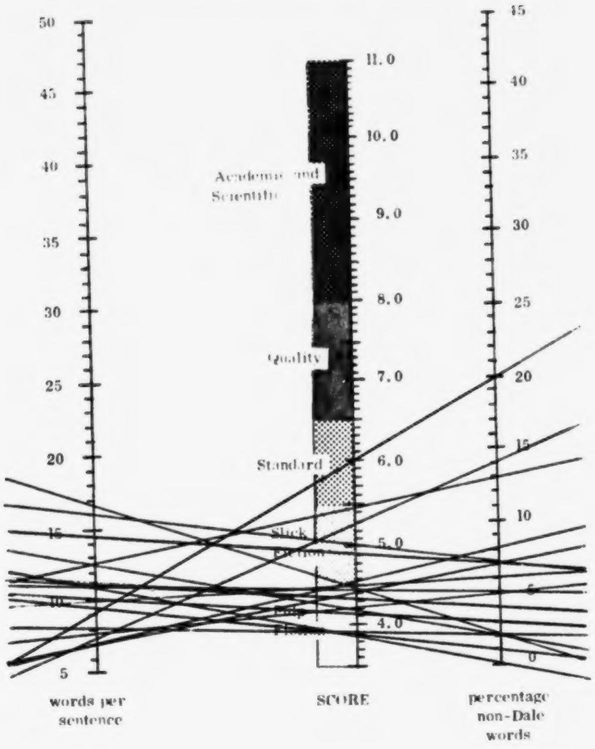
Scoring pattern of seventeen Regular 4-H publications randomly selected.

Figure 7
FLESCH (Revised)



Scoring pattern of seventeen Special Youth leaflets randomly selected.

Figure 8
DALE-CHALL (Revised)



Scoring pattern of seventeen Special Youth leaflets randomly selected.

Since program aides and program assistants had an average of an eleventh grade education, they were able to adequately help the youth in reading and understanding. Program assistants recommended that additional units be developed in the present subject areas and that literature be developed in other subject areas. They also suggested that it would be helpful if the units be further identified as primary, basic, and advanced, or with similar identification. Complete analysis of all publications in the sample are included in Appendix II.

RECOGNITION AND INCENTIVES

A special grant from the National 4-H Service Committee, Inc. made it possible to study selected awards and incentives for this clientele of youth.

Questions considered in this study were:

1. What type of awards do disadvantaged youth value?
2. Are there differences in awards as perceived by groups according to age, incomes, etc?
3. How should awards and rewards be used?
4. Will rewards increase participation in certain learning experiences?
5. To what extent do the youth value personal photos as rewards for participation?
6. What are the advantages of group recognition?

A major problem associated with disadvantaged youth is that of having a positive concept of self. The individual's self-image is a composite of his background, what he is now, what his hopes are for the future, and to what extent he is equipped to deal with his future environments -- physically, socially and psychologically. The self-concept is largely molded through social interaction and is shaped or greatly influenced by immediate or face-to-face individuals or groups. Basically, the Special Youth Project study had been directed toward developing an environment in which their total self will be involved. A part of environment may consist of certain incentives which will fill the needs of the individual by helping him to feel he is important, he does count, and he can grow and develop as others. The data reveal that many of these youth have never belonged to a youth group. This does not necessarily mean that youth groups have not been physically accessible but the demands of the group -- such as records, standards of performance, competition -- makes them inaccessible to many disadvantaged youth.

High expectations in terms of achievements and behavior will likely discourage participation of disadvantaged youth. In the study most awards were presented on the basis of completing units of work in the program and not on competition between individuals. In some of the more affluent groups, individuals were given awards based on their age and quality of work.

The fact that young people had their own materials and tools to make something they could take home as their own appeared to be a very significant motivating force.

Exhibit Recognition Activity

Perhaps the most significant recognition the youth received was at the exhibit activity. Their exhibit activities are usually held at night. It is an activity held by one or more groups at the conclusion of a program of work. On this night, the young people exhibit things they have made during the program of work. Exhibit activities are held two or three times per year depending on the number of programs of work. Also, a special effort is made to get parents and community leaders to attend the recognition phase of the program.

All recognition activities are held in the proximity of the community where they feel comfortable, rather than having them feel insecure in a larger, more sophisticated county-wide activity. Once again, one must avoid placing demands on the youth and their families which causes them to be uncomfortable to the extent they reject opportunities provided them.

The exhibit program usually consists of exhibiting project items, a short talk of encouragement by county leader, presentation of awards, refreshments and recreation. Usually refreshments are served following the more formal program. This informal gathering is helpful in getting acquainted with more of the parents. To encourage parent involvement, the young people are usually presented with their parents along with their project work. In some groups the girls are involved in a very informal type of dress revue. With some groups, the young people tell how they carried out their project work and give simple demonstrations.

The exhibit night may serve the following useful purposes:

1. An excellent way to recognize the youth and their parents.
2. It is a way to report to and involve the parents.
3. It is an opportunity to gain the support and involvement of civic, church and business leaders.
4. It is a way the Extension personnel can report their work to civic leaders and county officials.
5. It is a way for Extension agents to recognize program assistants, program aides, or program helpers.

Photos as Rewards

Getting disadvantaged youth involved in educational experiences may come only after small incentives are offered. Often the disadvantaged individuals need something tangible as an excuse to convince their parents they should become involved in project group work.

In the Crowley Ridge section of Craighead county, an Extension program assistant has done outstanding work with disadvantaged youth. Being sensitive to the needs of these youth and being a good observer, the program assistant has made valuable contributions to the Special Youth Project study.

Initially she worked with 70 youth for about two hours each week. All families involved made less than $3,000 per year. The youth had never belonged to a youth group and only five attended Sunday school. As evidence of the development of self-image, it was interesting to observe after a year, nearly all attended Sunday school at least occassionally.

In visiting with the parents in their homes, she discovered that many of the youth had never had a picture of themselves. Also, while taking pictures for reports and her own use, she observed how anxious they were in having their pictures made. Based upon these observations, it was decided that it would be worthwhile to determine their reaction as to the importance they attached to their own photo. Each youth was presented a good quality five-by-seven inch picture of their exhibit and project group.

After a period of two months, 41 of the youth were interviewed. When the youth were asked how they liked the pictures, 19 like them, 10 said they were fine, six said they were good, and seven indicated they were okay.

When the interviewer asked to see their pictures, 20 were located in the bedrooms, seven in living rooms, six in the kitchen, and one in the closet, and four were destroyed by fire.

Seven youth showed their pictures to the school teacher while 35 showed them to relatives and friends.

The interviewer was asked to rate the degree of importance the youth seemed to attach to the pictures. She rated them as being very important to 21 youth, important to 12, fairly important to four, and not too important to three youth. It is interesting to note the youth who rated the pictures as not being too important were all older boys from different groups.

Based on this limited experience, one should consider the use of group pictures as a means of building a positive self-image with disadvantaged youth. As results of other experiences, a greater impact may be obtained by using project group pictures in a local newspaper and providing each youth with a copy.

Incentives for Participation

Health in a general sense does not seem to have the necessary appeal for these youth to take as a continuing project. They have not learned to value good health practices as other segments of society. However, the need for learning good health practices is important to the upward mobility of these youth. To obtain involvement in learning good health practices, it was decided to make them a part of other more interesting projects such as clothing, woodworking, etc. At each project meeting a few minutes were devoted to health.

Along with this procedure a study was set up to determine if small awards as incentives would increase their participation in brushing their teeth. The study was set up as follows:

Purpose: To help youth understand the value of, and acquire the skill of brushing their teeth.

Participants: All special youth groups in these counties who agree to take part as a group and devote a part of every meeting to a program "check-up."

Resources: A supply of Special Youth Project Health Unit No. 1 literature, toothbrushing record charts, toothpaste and toothbrushes.

Procedure: The program aide agrees to take time out during each project session to teach dental hygiene and to make a weekly progress check. Each member agrees to:

1. Brush their teeth during the two-month program of work.
2. Make a check on record chart each time they brush their teeth.
3. Complete an information form as a member of the group.

One county with 67 participants was selected as the control group. They had no knowledge they would receive awards at the conclusion of the program of work. The other two counties with 296 participants were informed they would receive an award. The award received would depend on the degree of their participation. The awards selected for this study were a 4-H mechanical pencil, comb and nail file set, and a nail clipper.

The awards were presented on the following basis:

1. Participants who brushed their teeth at least twice per day for the two months received all three award items.
2. Participants who brushed their teeth at least once per day for two months received any two of the three award items.
3. Participants who brushed their teeth at least once per day for one month or more received any one of the award items.

Results

Data reveal that only 60 per cent of the control group completed the demonstration as compared to 94 per cent of the award group (Fig. 9). There was a tendency for the younger participants, ages 9 to 11, to be more responsive to awards than older youth, 14 to 19 years of age; 98 per cent of the 9 to 11 year-old group completed the demonstration as compared to 91 per cent of the 14 to 19 year olds.

In the control group with increase in age, there was an increase in participation. With the award group, this trend reversed.

The data shows that awards may increase participation in learning experiences which the disadvantaged do not necessarily value as being important, but it is vital to their growth and development. This approach may also be used with other low interest areas such as safety, etc. A graphic comparison of the age groups are provided in Figures 9 to 14.

Figure 9

PARTICIPATION OF YOUTH OF ALL AGES

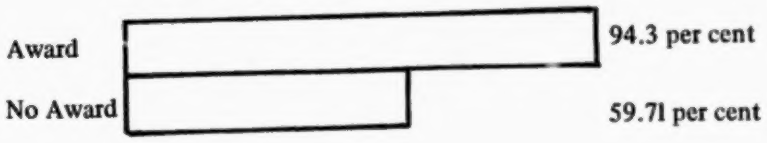
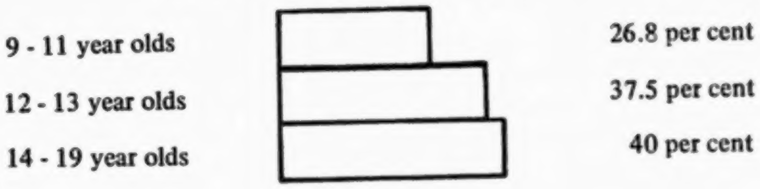


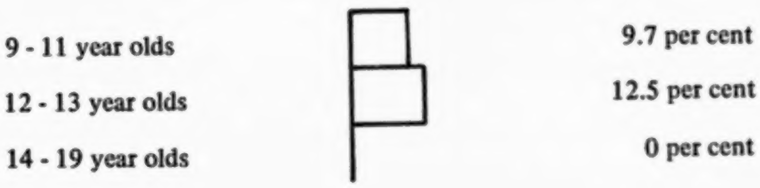
Figure 10

PARTICIPATION OF YOUTH WHO DID NOT KNOW THEY WOULD RECEIVE AWARDS

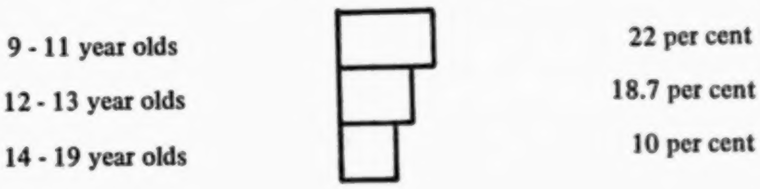
Brushed twice per day for two months



Brushed once per day for two months



Brushed once per day for one month



Did not complete the project

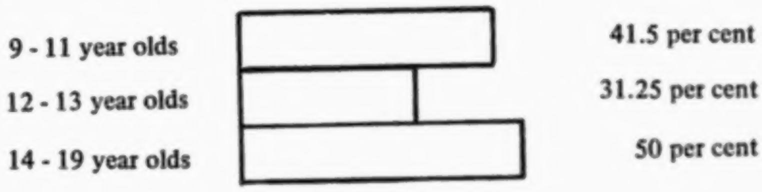


Figure 11

PARTICIPATION OF YOUTH WHO KNEW THEY WOULD RECEIVE AWARDS

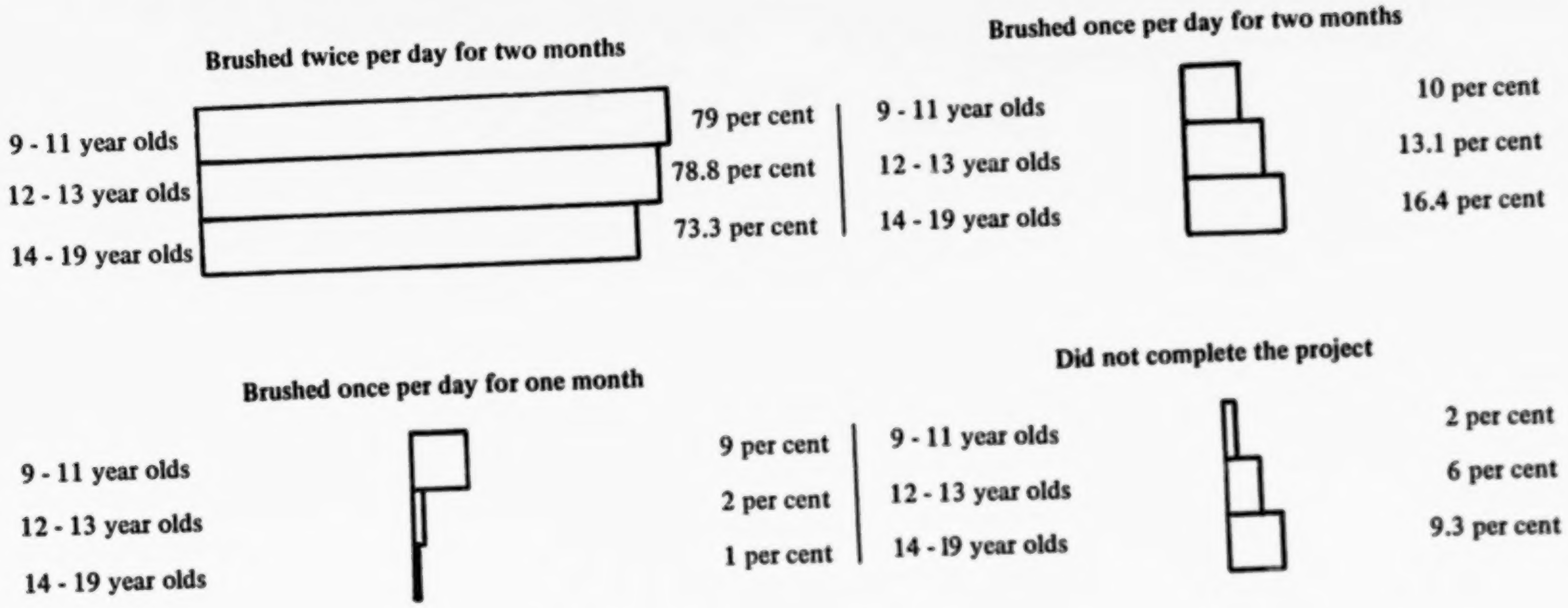
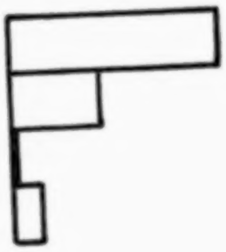


Figure 12

PARTICIPANTS WHO KNEW THEY WERE GOING TO RECEIVE AN AWARD

14 - 19 year olds



73.3 per cent brushed twice per day for two months

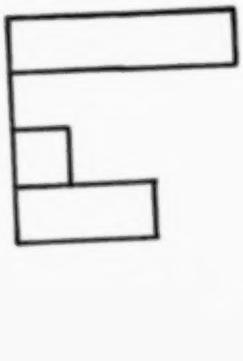
16.4 per cent brushed once per day for two months

1 per cent brushed once per day for one month

9.3 per cent did not complete the project

PARTICIPANTS WHO DID NOT KNOW THEY WERE GOING TO RECEIVE AN AWARD

14 - 19 year olds



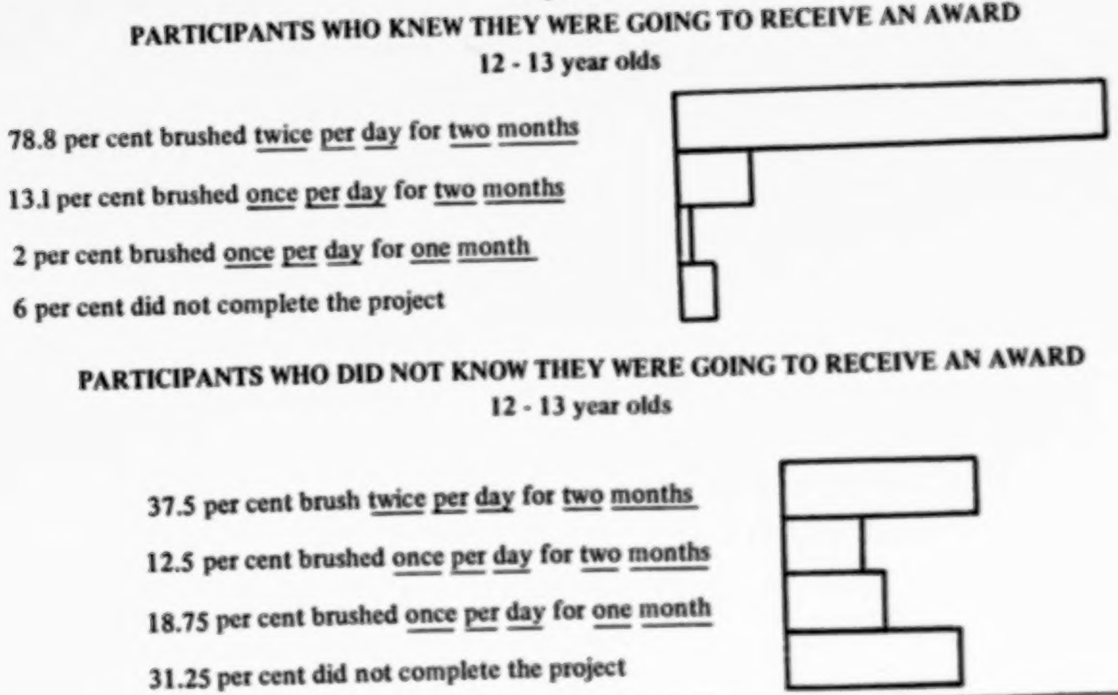
40 per cent brushed twice per day for two months

0 per cent brushed once per day for two months

10 per cent brushed once per day for one month

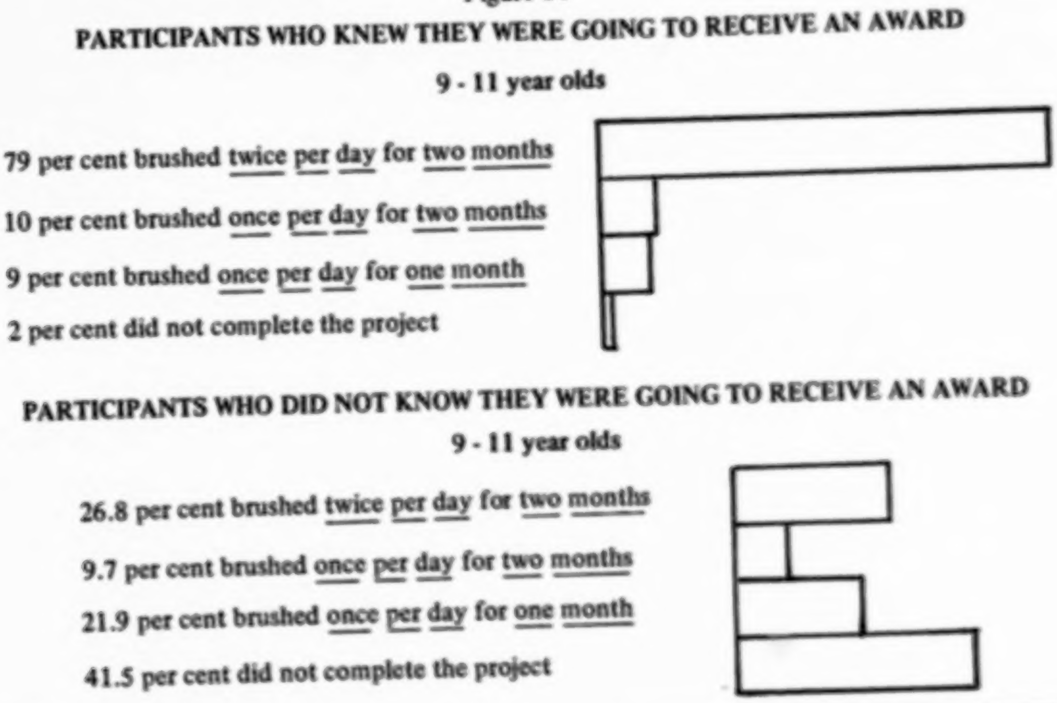
50 per cent did not complete the project

Figure 13


PARTICIPANTS WHO KNEW THEY WERE GOING TO RECEIVE AN AWARD
12 - 13 year olds

PARTICIPANTS WHO DID NOT KNOW THEY WERE GOING TO RECEIVE AN AWARD
12 - 13 year olds

Figure 14


PARTICIPANTS WHO KNEW THEY WERE GOING TO RECEIVE AN AWARD
9 - 11 year olds

PARTICIPANTS WHO DID NOT KNOW THEY WERE GOING TO RECEIVE AN AWARD
9 - 11 year olds

Educational Trip Awards

As a part of our program for testing awards and incentives, arrangments were made to invite 15 older low-income youth to visit the annual State 4-H Club Congress. The purpose of this activity was to observe the reaction of older disadvantaged youth to this type of exposure. The young people were at least 15 years old and had done superior project work. Five young people were selected from each of three counties and were accompanied by an Extension program assistant. The two-day annual congress was attended by 300 state 4-H winners and special guests.

The boys and girls were from very low-income families. This is verified by the following background information on four of the youth whose names have obviously been changed:

Ann is 15 years of age and is one of five children. Her father died several years ago with a heart condition. The youngest child was born five months after her father died. At the time of the father's death the family was living in a new "shell" home (unfinished) and was making their regular payments. Soon after the father's death, the home burned and the mother received about $1,800 insurance to replace the home and furnishings. In the meantime they live in a small dilapidated house someone has let them use without charge. The mother receives a small veteran's widow pension. Ann does much of the housework and helps take care of the other children. She helps the program assistant work with the younger children in their project work.

Mary is 15 years of age and one of 11 children. In addition to the 11 children, the mother, father, and a blind grandmother lives in the home. The father is chronically ill, but builds and sells a limited number of porch swings and makes a vegetable garden for a living. An older sister, 17 years old and unmarried, has a baby about 1 year old. A brother is a veteran of the Vietnam War. The program assistant has only been able to visit in the living room and kitchen. She feels that the family makes a point of not letting her see their bedrooms because they are ashamed of the poor conditions. The local project group in the neighborhood would not allow the children in this family to belong to their group. The program assistant works with the six children as a family club.

Joe is 17 years old and one of five children. The father works as a day laborer and the mother is a very poor housekeeper. The mother and father regularly consume large quantities of beer and are chain smokers. Joe has been very helpful to the program assistant in working with younger members of the group. Since he is older than the rest of the members of the group, they recognize and respect him as their group leader.

Bill is 15 and one of 12 children. The father was killed while working in a small factory. With the help of local people, the mother continued a $75 per month payment on the "shell" home until all payments were completed. She receives $85 a month from insurance and $50 a month from welfare. Eight children live at home, one is in the penitentiary, and two are married. The program assistant encouraged the mother to buy food stamps, and the children say they have more to eat than they have ever had.

Sue is 15 years of age and one of five children. Her father is a farm day laborer. Sue had made considerable progress since she has been participating in the project. The program assistant helped the family buy a treddle-type sewing machine for $2 at a special sale. The mother reported to the program assistant that often they use three spools of thread a week. Sue is making some of her own clothes and clothes for her little sister.

Normally one might think that these young people should have been treated as the other young people attending and not as guests. However, realizing this was their first experience away from home, first time to stay in a hotel and their first time to attend an important function, it was decided they needed more security in order to feel comfortable. Some plans made to help them have a successful experience were:

1. Each group of five traveled with their leader (Extension program assistant).
2. They were housed with other youth from their home county.
3. They were given the freedom to stay close to their leader.
4. At the banquet and breakfast program they were all seated at a reserved table with business and civic leaders.
5. The businessmen were furnished written brief background information about each youth they were to sit beside during the programs.
6. They were recognized formally as a group at each function by the program chairman.
7. The extension program assistant arranged for them to have adequate and appropriate clothing for the trip.
8. Each youth was provided spending money to buy things that youth normally buy on a trip such as candy, souvenirs, etc.
9. The Extension program assistant discussed appropriate behavior in one or more orientation meetings with the youth.

There is much evidence to support the belief that a well-planned educational experience like this can be helpful in increasing the aspiration of disadvantaged youth. An Extension program assistant said, *"The experience of taking the five special Youth Project members to the State 4-H Congress is one I will long remember."* Also, she indicated the young people responded favorably to this type of exposure. *"There was quite a contrast in the noise level in the car on the way home compared with the trip down to Little Rock. They were all chattering and laughing that they had so much to tell at home and school."* The program assistant further stated, *"It was a rewarding experience to have the privilege of enjoying the Congress through these young people. I feel like it was a wonderful thing for these young people to have this opportunity. They gained new experiences, new friends, and even a new hope and outlook on life."*

The letter on the back inside cover page is how one delegate expressed himself about the trip and his experiences in Special Project work.

Selected Awards Evaluated

What types of awards do disadvantaged youth value? Are there factors which influence their selection of awards such as age, income level, etc.? The purpose of this evaluation was to gain a greater insight into what these young people would value as awards. Evaluation is in terms of attempting to discover general patterns which might be used as a basis for using awards and incentives in a program for disadvantaged youth.

Twenty-six different awards were selected for evaluation. Cost of awards varied from 50 cents to $1.90. The awards were divided into the following major groups: (1) regular certificates, medals and ribbons, (2) personal items of utility, (3) jewelry items, and (4) wearing apparel items. All awards were selected in such a way that 15 awards would normally appeal to boys and the same number to girls. One-fifth (133 boys and girls) of all participants in three counties were selected randomly for the evaluation. One hundred and seventy-five young people in the Special Youth Project Camp were asked to participate in the evaluation. Five failed to complete the form due to illness and other causes.

In the beginning all youth in project groups were informed that they would receive the award they ultimately select as first choice. Special arrangements were made so one youth would not influence the decision of others. The group occupied one room, the awards were in a second room , and a third room was available for the group after selections were made. The youth were requested not to discuss the awards during the evaluation. Each youth was given a form to complete on each selected awards group and a form with all 26 awards. They were asked to make the first, second, third and fourth choices.

The remainder of this section deals with the results of their selections. The rank order, score, and per cent of youth choosing a particular award in one of four places have been developed to help in comparing and relating the awards. Not only does the rank order show how the youth perceived the awards, but the score provides the intensity of their perception.

The rank order and per cent of youth choosing the awards in group one is shown in Table 23. In comparing ages and levels of income there was a tendency for the older more affluent youth to select the medal and the younger and less affluent the certificate and ribbon. In comparing all award items in Table 24 it is interesting to note the top 10 awards were those in the personal and jewelry groups. With only two exceptions, both groups selected the same top 10 awards.

TABLE 23

Ranking of Certificate, Ribbon, and Medals as Awards by Youth from Low-Income Families

Award	Project Group N=133		Per Cent of Group Placing		
	Score	Rank	First	Second	Third
Certificate	238	2	22	34	44
Ribbon	234	3	19	37	44
Award Medal	326	1	58	29	13

TABLE 24

Ranking of All Award Items Used in the Awards Test by Youth from Low-Income Families

Award	Cost	Camp Group N=170			Project Group N=133			All Participants N=303		
		Score	Rank	Per Cent*	Score	Rank	Per Cent*	Score	Rank	Per Cent*
Dollar Bill	$1.00	199	1	42	164	1	47	363	1	44
Sewing Kit	1.55	182	2.5	35	110	4	31	292	2	33
Flashlight	.55	182	2.5	36	66	9	23	248	3	30
Pocket Knife	1.15	131	4	28	87	6	26	218	4	27
Ring	.90	117	5	35	97	5	28	214	5	32
Gold Locket	1.00	72	11	18	134	2	33	206	6	25
Billfold (girl)	1.70	73	9.5	14	112	3	31	185	7	21
Necklace (silver)	1.25	29	16.5	8	49	13	17	78	15	12
Necklace (gold)	1.15	87	7	22	86	7	32	173	8	26
Clothes Brush	.90	29	16.5	6	13	18.5	4	42	18	5
Billfold (boy)	1.90	106	6	22	65	10	20	171	9	21
Identification Bracelet	.95	64	13	15	72	8	22	136	10	18
Compact	1.50	73	9.5	15	57	11	18	130	11	17
Tee Shirt (girl)	1.40	66	12	19	43	14	14	109	12	17
Tee Shirt (boy)	1.00	81	8	23	24	16	9	105	13	17
Clover Bracelet	.85	33	15	7	50	12	15	83	14	11
Narrow Belt	1.10	60	14	19	13	18.5	3	73	16	12
Crew Cap	1.20	25	19	8	39	15	11	64	17	9
Visor Cap	.90	28	18	6	12	20	4	40	19	6
Tie Clasp	.85	24	20	6	9	23	4	33	20	5
Socks (girl)	.50	17	23	4	14	17	5	31	21	4
Key Chain (long)	.85	21	21	6	9	23	3	30	22	5
Key Chain (short)	.85	16	24.5	6	10	21	3	26	23	5
Socks (boy)	.50	16	24.5	6	9	23	3	25	24	5
Tie (boy)	.75	16	26.5	4	7	25	5	23	25	4
Headscarf	.85	20	22	6	2	26	2	22	26	4

*Per Cent of total number of youth choosing award in one of the four places.

It is also interesting to note the sewing kit and flashlight were rated somewhat higher by the camp group than the project group. This may show the influence of immediate need and use. Clothing was a major project at camp and the flashlight could have been very useful during the camp.

There is very little difference in how the two participating groups rated the personal type awards. This similarity can be observed in Table 25 showing the per cent of each youth choosing each award in one of the four placings.

TABLE 25

Ranking of Personal Type Award Items by Youth from Low-Income Families

Award	Cost	Camp Group N=170			Project Group N=133			All Participants N=303		
		Score	Rank	Per Cent*	Score	Rank	Per Cent*	Score	Rank	Per Cent*
Dollar Bill	$1.00	370	1	82	272	1	77	642	1	80
Sewing Kit	1.55	290	2	52	218	2	61	508	2	57
Flashlight	.35	269	3	65	160	4	39	429	3	62
Pocket Knife	1.15	210	4	52	141	5.5	42	351	4	47
Billfold (girl)	1.70	120	7	36	206	3	56	326	5	44
Billfold (boy)	1.90	184	5	46	122	7	35	306	6	41
Compact	1.50	153	6	38	141	5.5	43	293	7	40
Clothes Brush	.90	73	8	23	57	8	23	130	8	23

*Per Cent of total number of youth choosing award in one of the four places.

Youth participation in the camp spread their selection rather evenly over all of the wearing apparel award items as indicated by the per cent choosing an award in one of the four places as shown in Table 26. The spread was much greater in the project group with a high of 74 per cent and a low of 21 per cent.

TABLE 26

Ranking of Wearing Apparel Award Items by Youth from Low-Income Families

Award	Cost	Camp Group N=170			Project Group N=133			All Participants N=303		
		Score	Rank	Per Cent*	Score	Rank	Per Cent*	Score	Rank	Per Cent*
Tee Shirt (girl)	$1.40	264	1	46	257	1	65	521	1	56
Crew Cap	1.20	243	2	53	235	2	74	478	2	62
Narrow Belt	1.10	231	3	40	119	5	29	350	3	40
Socks (girl)	.50	160	6	43	185	3	53	345	4	47
Headscarf	.85	179	5	46	165	4	56	344	5	48
Tee Shirt (boy)	1.00	214	4	49	110	6	33	324	6	42
Visor Cap	.90	139	7	41	96	7	34	235	7	38
Tie (boy)	.75	113	8	30	87	8	29	200	8	29
Socks (boy)	.50	111	9	32	57	9	21	168	9	27

*Per Cent of total number of youth choosing award in one of the four places.

Young people from welfare homes place the one dollar bill higher than those from non-welfare homes as indicated by Table 27. However, both groups selected nine of the same awards in their top ten selection. The lower the income, the more attractive the one dollar bill is to youth as seen in Table 28. The higher the income, the less attractive the billfold is for girls. All three income levels placed eight of the same awards in the top ten.

TABLE 27

Ranking of Awards as Selected by Youth from Welfare and Non-Welfare Homes

Award	Cost	Welfare Homes			Non-Welfare Homes		
		Score	Rank	Per Cent*	Score	Rank	Per Cent*
Dollar Bill	$1.00	217	1	46	117	2	39
Flashlight	.55	146	2.5	32	91	4	30
Sewing Kit	1.55	146	2.5	30	134	1	39
Pocket Knife	1.15	135	4	29	65	8	21
Gold Locket	1.00	124	5	25	74	7	24
Ring	.90	118	6	29	99	3	34
Billfold (boy)	1.90	103	7	23	55	10	18
Bilfold (girl)	1.70	101	8	22	81	5	22
Necklace (gold)	1.15	87	9	25	79	6	26
Compact	1.50	72	10	16	45	12	16
Identification Bracelet	.95	63	11	19	52	11	19
Tee Shirt (girl)	1.40	52	12	1[illegible]	58	9	22
Necklace (silver)	1.25	57	13	14	21	18	8
Clover Bracelet	.85	48	14	11	41	13	13
Tee Shirt (boy)	1.00	38	15	12	28	16	12
Crew Cap	1.20	37	16	9	27	17	9
Visor Cap	.90	36	17	9	13	21.3	4
Narrow Belt	1.10	30	18	9	35	15	14
Clothes Brush	.90	25	19	5	13	21.3	6
Tie Clasp	.85	21	20	6	9	24	3
Socks (boy)	.50	18	21	5	6	26	3
Socks (girl)	.50	17	22	4	11	23	4
Key Chain (long)	.85	15	23.5	3	39	14	15
Tie (boy)	.75	15	23.5	5	8	25	3
Key Chain (short)	.85	10	26.5	3	13	21.3	7
Headscarf	.85	10	26.5	3	12	22	7

*Per cent of total number of youth choosing award in one of the four places.

TABLE 28

Ranking of Awards as Selected by Youth from Homes from Three Levels of Low-Incomes

Award	Cost	Under $2,000 per Year			About $2,000 per Year			Over $2,000 per Year		
		Score	Rank	Per Cent*	Score	Rank	Per Cent*	Score	Rank	Per Cent*
Dollar Bill	$1.00	78	1	41	156	1	46	118	2	48
Billfold (girl)	1.70	67	2	30	56	10	18	64	7	23
Flashlight	.55	56	3	30	102	3	32	79	3	29
Gold Locket	1.00	52	4	25	87	7	27	66	6	28
Pocket Knife	1.15	49	5.5	25	94	5	32	69	5	27
Ring	.90	49	5.5	29	108	2	36	74	4	31
Sewing Kit	1.55	45	7	26	89	6	27	133	1	45
Compact	1.50	37	8	22	48	11	15	27	4.5	11
Billfold (boy)	1.90	35	9	19	97	4	28	35	12	14
Necklace (silver)	1.25	32	10	16	26	15	11	21	15	9
Necklace (gold)	1.15	31	11	28	84	8	29	54	8	22
Tee Shirt (girl)	1.40	30	12	20	30	13.5	10	41	11	22
Narrow Belt	1.10	25	13	16	30	13.5	13	16	17	16
Clover Bracelet	.85	23	14	14	21	18.5	7	45	10	16
Identification Bracelet	.95	18	15	13	66	9	21	46	9	18
Clothes Brush	.90	14	17.5	7	14	21.5	6	5	23	3
Crew Cap	1.20	14	16.5	10	24	16	7	27	14.5	10
Socks (girl)	.50	12	18.5	6	12	23	4	1	26	1
Tee Shirt (boy)	1.00	12	19.5	10	42	12	15	11	18	7
Tie (boy)	.75	9	20	4	9	26.5	5	4	25.5	4
Tie Clasp	.85	8	21	7	21	18.5	7	4	25.5	4
Visor Cap	.90	5	22	4	14	21.5	5	20	16	8
Key Chain (short)	.85	4	23	1	9	26.5	5	10	19	5
Key Chain (long)	.85	1	24.3	1	15	19	5	8	20	5
Headscarf	.85	1	24.3	1	11	24	5	6	22.5	5
Socks (boy)	.50	1	26.3	1	13	22	7	6	22.5	3

*Per cent of total number of youth choosing award in one of the four places.

Young people from broken homes placed a higher rate on the sewing kit and pocket knife than those in unbroken homes (Table 29). However, the two groups had the same award items in their top ten selections although their ranking was somewhat different.

TABLE 29

Ranking of Awards as Selected by Youth from Unbroken and Broken Homes

Award	Cost	Both Parents in Home			One Parent in Home		
		Score	Rank	Per Cent*	Score	Rank	Per Cent*
Dollar Bill	$1.00	263	1	45	103	1	46
Sewing Kit	1.55	242	2	36	61	6.5	27
Flashlight	.55	182	3	32	70	3	28
4-H Ring	.90	165	4	30	68	4	32
Gold Locket	1.00	158	5	27	48	8.5	21
Pocket Knife	1.15	142	6	26	75	2	32
Billfold (boy)	1.90	125	7	21	42	9	20
Necklace (gold)	1.15	122	8	27	48	8.5	24
Billfold (girl)	1.70	116	9	20	61	6.5	26
Identification Bracelet	.95	106	10	18	36	10	19
Compact	1.50	91	11	16	33	11	15
Tee Shirt (girl)	1.40	80	12	19	30	13	13
Clover Bracelet	.85	72	13	13	16	16	8
Necklace (silver)	1.25	66	14	13	10	20	6
Narrow Belt	1.10	54	15	12	19	15	13
Clothes Brush	.90	30	16	5	12	18	6
Tee Shirt (boy)	1.00	28	17.5	7	32	12	20
Visor Cap	.90	28	17.5	6	13	17	7
Tie Clasp	.85	22	20.5	6	8	21	4
Key Chain (long)	.85	22	20.5	4	7	24.3	5
Crew Cap	1.20	21	21	10	20	14	10
Socks (girl)	.50	20	22	3	11	19	6
Key Chain (short)	.85	19	23	5	4	26.5	5
Headscarf	.85	18	25.5	5	4	26.5	4
Socks (boy)	.50	18	25.5	5	7	24.3	4
Tie (boy)	.75	13	26	3	7	24.3	6

*Per cent of total number of youth choosing award in one of the four places.

Tables 30 and 31 show how the two groups rated the awards according to age. There was considerable difference in how the two camp participants in the two age groups rated the first ten award items. The billfold for boys was ranked twenty-fourth which was much lower than the other age group.

TABLE 30

Selection of Awards by Camp Youth and Age of Participants

		Youth 6 to 12 Years Old			Youth 12 to 18 Years Old		
Award	Cost	Score	Rank	Per Cent*	Score	Rank	Per Cent*
Flashlight	$ .55	161	1	42.1	44	5.5	26.3
One Dollar	1.00	129	2	43.8	73	1	40.3
Sewing Kit	1.55	118	3	35.9	61	2	33.3
Pocket Knife	1.15	97	4	28.9	34	6	26.3
Ring	.90	84	5	30.7	52	3	40.3
Billfold (boy)	1.90	62	6	18.4	44	5.5	28.0
Billfold (girl)	1.70	61	7	17.5	14	16.5	8.7
Necklace (gold)	1.15	60	8	22.8	30	8.5	22.8
Gold Locket	1.00	48	9	19.2	24	11.5	15.7
Compact	1.50	45	10	14.0	24	11.5	15.7
Narrow Belt	1.10	43	11	20.1	17	13	15.7
Tee Shirt (boy)	1.00	38	13.5	17.5	14	16.5	10.5
Identification Bracelet	.95	38	13.5	13.1	26	9	19.2
Tee Shirt (girl)	1.40	32	14	14.0	30	8.5	24.5
Clover Bracelet	.85	26	15	7.8	16	14	10.5
Tie Clasp	.85	20	18.3	8.7	4	24	1.7
Necklace (silver)	1.25	20	18.3	7.8	9	21.3	7.0
Clothes Brush	.90	20	18.3	6.1	9	21.3	7.0
Visor Cap	.90	18	19	7.8	13	17	8.7
Key Chain (long)	.85	14	20	6.1	11	18	7.0
Socks (boy)	.50	13	22.5	7.8	3	26.5	1.7
Tie (boy)	.75	13	22.5	4.3	3	26.5	5.2
Socks (girl)	.50	10	23	2.6	7	23.5	5.2
Key Chain (short)	.85	9	25.5	6.1	7	23.5	7.0
Headscarf	.85	9	25.5	6.1	9	21.3	5.2
Crew Cap	1.20	8	26	4.3	19	12	17.5

*Per cent of total number of youth choosing award in one of four places.

TABLE 31

Selection of Awards by Project Youth and Age of Participants

		Youth 6 to 12 Years Old			Youth 12 to 18 Years Old		
Awards	Cost	Score	Rank	Per Cent*	Score	Rank	Per Cent*
One Dollar	$1.00	93	1	50.7	71	2	42.1
Billfold (girl)	1.70	73	2	36.2	35	8	23.4
Sewing Kit	1.55	59	3	30.4	51	3	31.2
Ring	.90	50	5.5	28.9	47	4	26.5
Pocket Knife	1.15	50	5.5	27.5	37	6	23.4
Gold Locket	1.00	49	6	26.0	85	1	40.6
Necklace (gold)	1.15	40	7	27.5	36	7	35.9
Flashlight	.55	38	8	28.0	26	10	20.3
Compact	1.50	35	9	21.3	19	13	14.0
Billfold (boy)	1.90	34	10	21.7	3	24.3	1.5
Identification Bracelet	.95	31	11	23.1	41	5	20.3
Tee Shirt (girl)	1.40	26	12	15.9	14	14	9.3
Clover Bracelet	.85	25	13	15.9	25	11	14.0
Necklace (silver)	1.25	18	14	13.4	31	9	20.3
Crew Cap	1.20	17	15	9.0	22	12	12.5
Tee Shirt (boy)	1.00	13	16	8.6	11	15	9.3
Narrow Belt	1.10	11	17	4.3	2	25	1.5
Clothes Brush	.90	10	18	5.7	3	24.3	1.5
Tie Clasp	.85	8	19	2.8	4	21	4.6
Socks (boy)	.50	6	21.5	2.8	7	19.5	3.1
Socks (girl)	.50	6	21.5	4.3	8	17	4.6
Visor Cap	.90	5	22	2.8	7	19.5	4.3
Tie (boy)	1.40	4	24.5	4.3	3	24.3	4.6
Key Chain (long)	.85	4	24.5	1.4	5	20	4.6
Headscarf	.85	2	25	2.8	0	26	0
Key Chain (short)	.85	1	26	1.4	9	16	4.6

*Per cent of total number of youth choosing award in one of four places.

Youth from families with mothers having less than eighth grade education found the money, flashlight, and pocket knife attractive as shown in Table 32. This also held true with the youth whose fathers had less than eighth grade education as indicated in Table 33. There was considerable difference in the ranking of the awards in both groups.

TABLE 32

Selection of Awards by Camp Youth and Level of Education of Mothers

Award	Cost	Mothers with 1st to 8th Grade Education			Mothers with more than 8th Grade Education		
		Score	Rank	Per Cent*	Score	Rank	Per Cent*
Flashlight	$ .55	103	1	37.7	65	3	34.3
One Dollar	1.00	94	2	38.8	81	2	43.2
Pocket Knife	1.15	85	3	33.3	35	8.5	22.3
Ring	.90	72	6.3	35.5	52	4	32.8
Billfold (boy)	1.90	72	6.3	27.7	29	11	13.4
Billfold (girl)	1.70	72	6.3	27.7	31	9	13.4
Sewing Kit	1.55	67	7	26.6	94	1	46.2
Necklace (gold)	1.15	44	9.5	23.3	35	8.5	19.4
Compact	1.50	44	9.5	17.7	16	15	8.9
Identification Bracelet	.95	31	10	14.4	30	10	17.9
Narrow Belt	1.10	29	11	19.4	27	12	17.9
Gold Locket	1.00	26	12	11.1	37	6	25.3
Visor Cap	.90	23	13	12.2	4	23	1.4
Tee Shirt (boy)	1.00	22	15.5	13.3	14	16	8.9
Clover Bracelet	.85	22	15.5	8.8	17	14	8.9
Necklace (silver)	1.25	19	16	7.7	7	20	4.7
Tie Clasp	.85	18	17	8.8	12	18.5	4.4
Clothes Brush	.90	17	18	6.6	8	19	5.9
Tie (boy)	.75	16	19	7.7	0	26	0
Tee Shirt (girl)	1.40	15	20	7.7	44	5	34.3
Key Chain (long)	.85	13	21	6.6	6	22.5	4.7
Socks (girl)	.50	12	22	4.4	2	25	1.4
Key Chain (short)	.85	8	24.5	8.8	3	24	2.9
Socks (boy)	.50	8	24.5	5.5	6	22.5	5.9
Headscarf	.85	7	25	2.2	12	18.5	11.9
Crew Cap	1.20	2	26	2.2	22	13	14.9

*Per cent of total number of youth choosing award in one of four places.

TABLE 33

Selection of Awards by Camp Youth and Level of Education of Fathers

Award	Cost	Fathers with 1st to 8th Grade Education			Fathers with more than 8th Grade Education		
		Score	Rank	Per Cent*	Score	Rank	Per Cent*
One Dollar	$1.00	118	1	44.6	33	3.5	38.2
Flashlight	.55	115	2	41.8	33	3.5	32.3
Pocket Knife	1.15	87	3	34.0	12	11.5	11.7
Sewing Kit	1.55	80	4	28.7	56	1	52.9
Ring	.90	76	5	35.1	29	5.5	35.2
Billfold (boy)	1.90	75	6	27.6	5	17.5	5.8
Necklace (gold)	1.15	50	7	24.4	13	9.5	38.2
Compact	1.50	43	8	19.1	9	14.5	8.8
Gold Locket	1.00	40	9	17.2	20	6	23.2
Identification Bracelet	.95	39	10	15.9	18	7	20.5
Billfold (girl)	1.70	36	11	12.7	12	11.5	11.7
Narrow Belt	1.10	35	12	19.1	0	26.2	0
Tee Shirt (girl)	1.40	25	13	13.8	29	5.5	44.1
Visor Cap	.90	22	14	10.6	0	26.2	0
Key Chain (short)	.85	19	15	11.7	0	26.2	0
Necklace (silver)	1.25	18	17.5	8.5	5	17.5	35.2
Key Chain (long)	.85	18	17.5	8.5	2	21.3	2.9
Tee Shirt (boy)	1.00	17	18	10.6	10	15	5.8
Tie Clasp	.85	16	19	8.5	0	26.2	0
Tie (boy)	.75	14	20	5.3	0	26.2	0
Clothes Brush	.90	13	22.5	5.3	4	18	5.8
Clover Bracelet	.85	13	22.5	5.3	13	9.5	41.1
Socks (girl)	.50	12	23	4.2	2	21.3	2.9
Headscarf	.85	10	24	4.2	9	14.5	17.6
Crew Cap	1.20	8	26.5	5.3	11	12	14.7
Socks (boy)	.50	8	26.5	5.3	2	21.3	5.8

*Per cent of total number of youth choosing award in one of four places.

Youth in families with less than four children found the gold locket attractive while youth from the large families found the one dollar bill more favorable (Table 34). The intensity of their selection is indicated by the high score of 110 for the dollar and only a score of twenty-three for the second ranked gold locket. There was only four points difference in the first and second place items by youth from small families.

TABLE 34

Selection of Awards by Youth in Regular Project Program and Size of Family

Award	Cost	Youth from Families with one to four children			Youth from Families with five or more children		
		Score	Rank	Per Cent*	Score	Rank	Per Cent*
Gold Locket	$1.00	61	1	40.3	73	2	28.3
Billfold (girl)	1.70	57	2	36.5	55	6	27.1
One Dollar	1.00	54	3	36.5	110	1	53.9
Necklace (silver)	1.25	49	4	44.2	19	15	12.3
Sewing Kit	1.55	45	5	34.6	65	5	28.3
Flashlight	.55	29	6	28.8	37	10.5	18.5
Identification Bracelet	.95	24	8.5	19.2	48	7	23.4
Billfold (boy)	1.90	24	8.5	17.2	41	8	22.2
Compact	1.50	22	9	21.1	35	12	16.0
Clover Bracelet	.85	21	11.5	17.3	25	14.5	13.5
Necklace (gold)	1.15	21	11.5	17.3	37	10.5	23.4
Pocket Knife	1.15	20	12	17.3	67	3	30.8
Tee Shirt (girl)	1.40	17	13	15.3	25	14.5	12.2
Tee Shirt (boy)	1.00	8	15.5	7.6	16	16	11.5
Socks (girl)	.50	8	15.5	5.7	6	22	3.7
Ring	.90	7	17.5	5.7	66	4	33.3
Tie Clasp	.85	7	17.5	5.7	2	26.5	2.4
Socks (boy)	.75	5	20.3	3.8	4	24	2.4
Visor Cap	.90	5	20.3	3.8	7	21.5	3.7
Clothes Brush	.90	5	20.3	1.9	10	18.5	4.9
Key Chain (long)	.85	4	21	3.8	5	23	2.4
Crew Cap	1.20	3	23.5	1.9	36	11	16.0
Narrow Belt	1.10	3	23.5	1.9	10	18.5	3.7
Key Chain (short)	.85	1	24	1.9	9	19	3.7
Headscarf	.85	0	26.5	0	2	26.5	2.4
Tie (boy)	.75	0	26.5	0	7	21.5	7.4

*Per cent of total number of youth choosing award in one of four places.

Table 35 shows that youth from larger homes favored the billfold (girl) and compact much less than those in smaller homes. These were also ranked lower by youth from families making more than $3,000 annual income.

TABLE 35

Selection of Awards by Camp Youth and Size of Family Home

Award	Cost	Youth from Families with one to four rooms			Youth from Families with four or more rooms		
		Score	Rank	Per Cent*	Score	Rank	Per Cent*
One Dollar	$1.00	157	1	46.5	45	3	34.5
Flashlight	.55	125	2	36.2	61	2	38.1
Sewing Kit	1.55	107	3	30.1	72	1	45.4
Ring	.90	97	4	37.0	39	6.5	27.2
Pocket Knife	1.15	89	5	29.3	42	4	25.4
Billfold (boy)	1.90	67	6	21.5	39	6.5	20.0
Billfold (girl)	1.70	62	7	17.2	13	15	9.0
Necklace (gold)	1.15	61	8	25.8	29	7	16.3
Compact	1.50	55	9	17.2	14	14	9.0
Identification Bracelet	.95	44	10	15.5	20	11	14.5
Gold Locket	1.00	41	11	18.1	21	10	18.1
Tee Shirt (girl)	1.40	40	12	17.2	28	8	25.4
Narrow Belt	1.10	33	13	15.5	24	9	25.4
Clover Bracelet	.85	27	15.5	8.6	15	13.5	9.0
Tee Shirt (boy)	1.00	27	15.5	11.2	15	13.5	27.2
Clothes Brush	.90	25	16	7.7	4	23	3.6
Visor Cap	.90	20	17	8.6	11	17.5	7.2
Necklace (silver)	1.25	18	18	6.8	9	19.5	9.0
Crew Cap	1.20	16	19	8.6	11	17.5	9.0
Key Chain (long)	.85	15	22.3	7.7	6	21.5	5.4
Tie Clasp	.85	15	22.3	6.0	9	19.5	7.2
Socks (girl)	.50	15	22.3	4.3	2	25	1.8
Headscarf	.85	14	23	5.1	6	21.5	9.0
Key Chain (short)	.85	13	24	7.7	3	24	5.4
Tie (boy)	.75	12	25	6.3	0	26	0
Socks (boy)	.50	11	26	6.0	5	22	5.4

*Per cent of total number of youth choosing award in one of the four places.

Other Approaches Used

CAREER WORKSHOP FOR SCHOOL DROPOUTS

School dropout is a significant problem in Arkansas. One county Extension staff wanted to do something about the problem and asked for help and guidance in planning a program to assist these youth.

Basically, the home environment, lack of parental control, broken homes, and social, as well as financial situations, were identified in counseling sessions and home visits as the more common causes for young people dropping out of school.

The primary purpose of the career activity was to help the youth understand the value of training and the employment opportunities available to them should they decide to continue in school.

The activity was planned to provide an opportunity for social interaction -- the development of positive attitudes toward self and the "world of work," and to understand there is hope for those that desire self-improvements.

Program Procedure

Fourteen school dropouts, 16 to 21 years old, agreed to participate in a four-day workshop. All meetings were held in a local school workshop program schedule which included:

First day - 9:00 to 12:00 a.m.

I. "A Date with the Future" – Program Assistant
    A. Tension breaker: Refreshments, distribution of name tags, and group identification.
    B. Film: Employment Security Division film, "What's in It for Me?"
    C. Small group counseling sessions:
        Group One - Leader, Counselor, State Employment Office
        Group Two - Leader, Employee of the Office of Economic Opportunity
        Group Three - Leader, Extension Service Sociologist

Second day - 9:00 to 12:00 a.m.

II. "Are You Going to Be a Square Peg in a Round Hole?"
    A. Self understanding, confidence and courage tips - Extension Family Life Specialist
    B. Job interview techniques - Employment Security Counselor
    C. Grooming and manners - Assistant Extension Home Economist
    D. Role playing by groups

Third day – 9:00 a.m. to 5:00 p.m.

III. "Where the Action Is"
    Tour of the following places:
    (1) Office of Economic Opportunity job training programs.
    (2) Pulaski County O.I.C. job training programs
    (3) Lunch – Golden Host Cafeteria
    (4) Return to home station

Fourth day – 9:00 to 12:00 a.m.

IV. "Taking Stock – a Look At What We Have Done"
    A. Group session – individual recording of tour experiences.
    B. Panel: Group reports – projecting into the future.
    C. "Career Opportunities Through State Vocational Training Programs."
    D. An epilogue and presentation of certificates – Assistant extension Home Economists.

Small group counseling sessions were used extensively throughout the workshop. The small groups were conducive to an exchange of information between the youth and their counselors. This interaction and introspection encouraged objective analysis by each participant of his particular situation and opened the way for counselors to suggest alternatives. Direction was provided in the sense that the youth were made aware of where and when to go for help if they should decide to go back to regular or vocational school or to seek job training for immediate employment.

Refreshments were served each mid-morning to stimulate a relaxing atmosphere as well as provided a light breakfast for those who did not have breakfast before leaving home.

Throughout the workshop emphasis was placed on developing positive attitudes toward self, others, and the "world of work." Personal grooming, appearance, and manners were stressed as being important "social tools" in getting and keeping a job.

Local school officials cooperated in identifying youth who had dropped out of school, particularly recent dropouts. Through personal visits with community leaders, others were identified. Efforts were made to select youth near the center of operation to eliminate transportation problems. Personal home visits were made to 20 youth and their parents. The entire program and its objectives were discussed. No limitation was set as to age or the length of time out of school. The length of dropout ranged from three months to three years. All 20 youth initially contacted agreed to attend. Due to various reasons, such as disinterest, apathy, and other commitments, six failed to attend.

Description of Youth and Families

Generally the girls were much more eager to receive help in getting back into school or in receiving some type of vocational training. Five of the youth lived with both parents at home, five had only one parent at home, while four lived with a parent and step-parent. The 14 youth had an average age of 17 years and had been out of school on an average of one and one-half years. Four of the girls were mothers and only one had been married but at the time was not living with her husband. Most girls were at home helping in household chores or keeping younger children while the mothers worked. Three of the boys were employed in temporary type jobs, one was employed and had not contributed toward his support in any significant way. Twelve youth lived in small rural towns and two lived on farms. Six youth dropped out of school in the ninth grade, two in the tenth grade, two in the seventh, one in the eighth, one in the twelfth, and one had a semester of college.

Evaluation

At the conclusion of the workshop, each participant was given a questionnaire to be completed and returned to the county Extension office. The questions included: What plans did they have for furthering their education? What problems did they have or anticipate which might prevent them from pursuing educational training and how could the local Extension agents be of help to them?

Nine indicated they had definitely planned to re-enter public schools; one indicated he would apply for financial aid to return to college; and two said they would apply for admission to a vocational school. Two did not return the questionnaire. The county Extension agents used the questionnaires as a guide in giving assistance to the youth. The girls who were mothers and planned to return to local public schools indicated a need for financial assistance for the employment of babysitters. Two of the girls were able to re-enter school and local employment was arranged for them. One was employed in a local restaurant after school and the other participant was employed by the Neighborhood Youth Corp for two hours after school.

One boy who had previously attended one semester of college indicated a need for financial assistance in order to return to college. He was assisted in applying for scholarship but his application was not approved because of a certain incident he had been involved in and his unwillingness to cooperate in correcting the situation. Arrangements were made to obtain a periodic program report.

The local agents were pleased with the results of this particular activity. There are several reasons why they feel that local Extension agents should take an active leadership with this type of program. These are:

1. Extension agents are usually well-known by school and community leaders, therefore, are in a position to act as a "social and educational broker."
2. Extension agents, being county-wide workers, may form career groups with one or two dropouts from each of several schools.
3. The informal approach may have more appeal to dropouts since it is not officially connected with the local school.
4. Extension agents know local resource people and may draw assistance from state Extension staff and other organizations.
5. Extension agents have access to resource information on educational training, scholarships, employment agencies, etc.
6. Over the years the Extension Service has built up an image of being a helping organization and its staff is usually accepted and trusted by individuals from all walks of life.

MOBILE UNIT APPROACH

In analyzing the problematic situation of disadvantaged youth, Extension agents have pointed up four key obstacles. These are gaining proper rapport with youth and their parents, a place for group meetings, resources with which to work, and transportation to attend group meetings. All four problems are more critical in the lower income areas. As a possible solution to these problems, a surplus army camp bus was purchased and converted into a mobile work center. The major hypothesis was that these youth could be involved in an on-going regular 4-H project group once proper rapport is gained and cohesive group is formed.

Work Center Design and Equipment

Realizing that the mobile work center approach would be expensive, special effort was made to conduct the experiment as practical and economical as possible. A 37 passenger bus was purchased through the Surplus Property Division of the State Department of Education. The local University Superintendent of Buildings and Grounds developed a special interest in the work and agreed to convert the bus into a work center for boys and girls. Most of the seats were removed and the bus was partitioned into two equal sections. The rear portion was designed to give working space for about six girls with working space in the front for about eight boys. The total number depended on the size of the youth and the type of project. The rear of the bus is equipped with a four-burner butane gas range, built-in double sink, water under pressure (sixty gallon capacity), three portable sewing machines, cabinet space, cooking utensils, and tables and seats for six girls and one adult. Girls have participated in foods, clothing and handicraft project work. The front part of the unit has work table space for about eight boys and the adult in charge. Equipment includes various types of hand tools, electric saber saws, electric drills and basic wrenches for working on small gasoline power engines.

The mobile unit is equipped with a 1,500-watt self-starting electric power generating unit. This unit supplies enough power for all power tools, sewing machines, and two electric fans. The new paint job and practically all equipment was donated by industry, organizations, and individuals interested in this approach for helping disadvantaged youth. Another feature built into the unit is that it can easily be converted back into a bus for career opportunity tours. The work tables are installed in such a way that they can be easily removed and replaced by seats to accommodate 25 individuals. Approximate cost of preparing the unit for field work included the following: original unit - $375; materials and labor for converting unit - $1,250; other items such as licenses, motor tune-up, parts, etc. - $325.

Mobile Unit Program

Although the work center was developed primarily for youth, it has also been used for training program aides on an area basis. In one county the agents were attempting to train all aides at the same time in the county seat towns. Attendance was very poor due to the lack of transportation and some did not feel comfortable in the new environment. It was necessary for the agent to personally visit and train those who did not attend. Using the mobile unit area approach, all aides attended regularly.

The mobile unit has been used in sparsely populated areas where distance discourages youth participation. Distance is often used as an excuse for other factors which may be the real reason for nonparticipation. In many areas families will not allow groups to meet in their homes. This is likely due to the fact that the homes are small and the families are unaccustomed to having others come into their homes which they realize are substandard. The mobile unit not only provides transportation but also serves as a suitable place to meet as a group. In small rural towns there are places to meet, such as public buildings, but the distance for the disadvantaged youth is psychologically too great. The mobile unit allows flexibility for providing an educational experience within an area completely familiar to the youth. Also, the mobile unit is something unique and different which has stimulated a great deal of interest. It also fits into their previous experience since most of them ride a bus to school.

Local agents used several steps in planning a program with the bus. The bus was used during the warm weather months. The following steps were used by agents to inaugurate the mobile unit program:

1. Survey the area and county for low-income families.
2. Make personal visits with disadvantaged families to discuss plans and develop interest.
3. Make a list of prospective participants.
4. Based on project lists, work out schedules as to time and place.
5. Make detailed plans for program of work.
6. Mail schedules to all prospective participants. Send reminder two days before visit.
7. Assemble sufficient resource materials for all participants.

In two summer programs, 414 boys and girls were reached with the mobile unit. The average age of 12.4 was about the same as in other groups. The programs were under the leadership of assistant agents and program assistants. In one county the work was conducted in 10 communities and after the bus experience, six communities organized regular 4-H Clubs. This supports an earlier belief that gaining rapport and forming a cohesive group is a major obstacle to overcome. After one program of work, the unit was available to move on to other areas of the county or state.

CAMPING APPROACH

A number of approaches, methods, and techniques have been used in the study in an effort to overcome obstacles which prevent these from being reached. Camping has been used effectively in reaching the disadvantaged. Details regarding this work is recorded in Miscellaneous Publication 103 entitled "Camping for Disadvantaged Youth." In this comprehensive report, the following items are discussed: purpose of camp, program objectives, program procedures (description of facilities, contribution, costs, leadership, selection of participants, description of youth and families, work assignments, food program, program activities), evaluation and reporting.

As results of the Arkansas experience, conclusions are:

1. A camping program may be used as an effective instrument in gaining rapport with disadvantaged youth and their families.
2. Youth from disadvantaged families can profit from a five-day camping experience and may result in the participants' continued growth through involvement in a local 4-H Club.
3. Disadvantaged youth will respond to an invitation to participate in a camping experience. Youth who fail to respond favorably the first year are usually easy recruits by previous participants the next year.
4. Camping is an effective way to utilize energy resources of local adults in an educational program for the disadvantaged which otherwise would not be used.
5. Widespread interest and support from both public and private organizations, agencies and individuals can be developed in providing a camping experience for disadvantaged youth.
6. A camping experience for the disadvantaged does not necessarily take elaborate camp facilities.
7. Adequate facilities, interest and support in this type of educational activity may be found in many areas where disadvantaged youth can be served.

COUNTY, AREA OR COMMUNITY WORKSHOPS

A county or area workshop is another approach that may be used to reach disadvantaged youth. A primary purpose in developing this approach was to plan an activity that would fit into most county programs, facilities, resources and with a minimum additional effort of the professional Extension staff. Most young people participating in workshop activities could not afford to attend a summer camp and had never had this type of educational experience. The description of this approach is the results of three years of work by the Ashley County Extension staff. The program has grown from 130 youth participating in

1965, 250 youth in 1966 to 303 youth in 1967, or an overall increase of 50 per cent attendance in three years. Other counties have since conducted similar program activities for the disadvantaged.

Agents and leaders developed the following objectives as guides for planning the activity:

1. To reach youth not presently being reached by other youth groups.
2. To provide an opportunity for youth to broaden their social and educational experiences in an organized and supervised activity.
3. To help the youth build self-confidence as well as develop a greater understanding and appreciation of others with whom they associate.
4. To help youth gain greater knowledge and skills of subject areas which are of special interest to them.

Planning Procedure

A program committee to plan and conduct the activity consisted of Extension agents, president and youth leaders of the County Extension Homemakers Council, 4-H Leaders Steering Committee, Chairman of the Agriculture and Family Living Committee of the County Development Council, and County 4-H Council president.

Upon completion of the basic program plans each member of the program assumed the responsibility of locating and recruiting a number of disadvantaged youth. Although the workshops were designed especially for disadvantaged youth, they were open to any youth who wished to participate. A general publicity program encouraging youth to attend was conducted through the local newspaper and radio several weeks in advance of the workshop.

Leadership

An average of 15 adults and six junior volunteer leaders was necessary to conduct each workshop or an average of one adult to six young people. Each day's session began with a general assembly where special instructions were given. Participants were divided into project area groups according to the interests of the individual participants. As youth completed one project item, a leader was ready to encourage them to work on another project item of their choice.

Project Work

The work sessions were broken down into four major project areas: (1) grooming, (2) knitting, (3) handicrafts, and (4) woodworking.

In the 1967 area and community workshops the following items were made by the youth: 423 small clothing articles, 14 kitchen aprons, 24 wind bonnets, 20 beach bags, 15 dust mittens, 133 pot holders, 98 birdhouses, 103 shoe shine kits, 26 nature crafts, 133 plaster of paris plaques, 24 participated in block printing, and 81 completed other types of crafts. A total of 1,163 items were made in the two areas and seven community workshops.

In the 1967 workshops 67 per cent of the youth attended for the first time. Community workshops accounted for 44 per cent more youth being reached. The community workshops were conducted in communities having a community 4-H Club but especially involved disadvantaged in those communities. They did not have to join a club to participate. At the conclusion of the workshop, an exhibit was held. All parents and civic leaders were invited to attend. At one workshop 75 parents attended.

Cash expenditures for materials used in connection with the activity was paid for by the County 4-H Foundation. Youth attending the area workshops paid 35 cents each for insurance for the five days. Total cost to the foundation was $251.49, or roughly one dollar per person. Financial sponsors were: Georgia-Pacific Corporation, County Farm Bureau, and County Extension Homemakers Council.

Evaluation

Each year a committee has been set up to evaluate the workshops and make recommendations for improvement. Much of the evaluation comes from local leaders involved in planning and conducting the workshops. They have been in unanimous agreement that the workshops were a very effective way to reach youth from low-income families.

Perhaps the story of Millie Lou will best describe what it can do for disadvantaged youth:

Millie Lou, two brothers, and a sister who attended one of the area workshops do not have a father who lives with them. Their mother, who has the sole responsibility for a family of nine young children, has precious little time to devote to the children other than providing inadequate, basic needs.

Millie Lou and her brother and sister enrolled in the workshop after a member of an Extension Homemakers Club went to their mother to tell her about the workshop. She offered to pick the children up and take them to the activity each day. Their mother first said, *"No, they can't learn nothing nohow, and I don't have time to fool with it."* When the lady offered to give them some clothes and comb their hair, the mother decided to let them go.

Eleven-year-old Millie Lou could not write her name and was thought to be a deaf-mute. She stayed in the background as other children reached for the materials with which to work. Her eyes followed the activities with an expression that seemed to say, *"Maybe there will be something left for me, too."*

As the leaders handed out materials, they pulled Millie Lou into the magic circle and helped her cut out a leather coin purse and showed her how to lace it. After she had worked on it for a while, a leader walked over and exclaimed at the nice, even stitches Millie Lou had laboriously completed. When she did so, Millie Lou looked up with a shy smile, and the leader knew that she was not deaf.

As the days passed, a subtle change took place in the little girl. The leaders had taught her to make a coin purse, a curler bag, and helped her to make an apron. They included her in the small discussion groups where the girls were taught grooming, hair care, and health habits. She began to answer any questions asked her and although she never quite ventured to make a comment on her own, unless prompted, her shy smile became more evident, and she was at hand to lend her assistance when a chair needed moving or a pin was dropped. When equipment was put away at the end of the day, she would grab a heavy machine or a fan to carry for a leader if they didn't watch her. She learned to sweep the floor and took delight in using the broom long after other girls would feel they had done enough and gone on to other things.

When the youngsters were asked to fill out an evaluation sheet at the end of the week's activity, she took hers to her favorite leader for help. The leader, with tears in her eyes, wrote down Millie Lou's answers. "How long should a workshop last?" Millie Lou simply answered,"Long time." Her eyes and the tone of her voice told far more than the simple words, "Long time." Her face lit up like a Christmas tree when she was given the things she had made to keep for her very own.

Now workshops for disadvantaged youth are a regular part of the Ashley County Extension program.

SPECIAL HOME MANAGEMENT PROJECT

The Special Youth Project Study has been an effort to determine ways and means of reaching more disadvantaged youth through a planned informal educational program. Any educational experience should be based on where the youth are and built on their needs, interests, and concerns. They should be the kinds of experiences which will help move them in the direction of goals which they should ultimately aspire to reach.

A study of the situation showed a demand for housekeeping aids. However, those who had employed young people for this type work complained that the young people lacked knowledge and skills to properly perform basic housekeeping work.

In the same geographic areas, there was a large number of disadvantaged girls, ages 14 to 19, who had an interest in doing this type work to earn spending money after school hours and on weekends. Also, in some areas there are no formal educational opportunities to learn these skills.

Objectives

The home management project is designed to meet the needs of a specific clientele of disadvantaged youth. Specific objectives are:

1. To provide an opportunity for the youth to learn how to be better homemakers.
2. To train youth to be housekeeping aides in homes where they are paid for their services.
3. To provide an opportunity for the youth to earn money to buy clothes and other items needed by this age group, particularly during the last years of high school.
4. To provide an opportunity for the youth to learn basic skills which will help them become more socially and economically mobile as they move into a more modern environment.

Program Procedures – Lonoke County

Usually the instructors first gave a demonstration and then each girl was given an opportunity to repeat the demonstration. It was not always possible for the instructor to follow this procedure, but every effort was made to give the girls as much opportunity to practice what they learned. For example, when a unit on clothing and grooming was presented, the agent demonstrated how to make three different kinds of deodorant, and enough materials were made available to the girls so each could make a large sample to take home with her.

Subject Matter

The subjects included in the project are: Session One – "Washing Dishes and Polishing Silver"; Session Two – "Grooming for the Job"; Session Three – "Bedmaking Techniques"; Session Four – "Care of the Bathroom, Furniture, Windows, Woodwork, and Trash Cans"; Session Five – "Automatic Dishwashers and Food Disposers"; Session Six – "Cleaning of Ranges and Refrigerators"; Session Seven – "Care of Floors"; Session Eight – "Ironing Techniques"; Session Nine – "Using Laundry Equipment"; and Session Ten – "Success on the Job."

Evaluation

Three girls in one group obtained jobs working in homes before the end of the program of work.

One of the elementary grade school teachers heard about the group and visited several sessions. All of the adults who visited were extremely complimentary of this type of activity. One of the girls in the Lonoke community had an interesting experience following the session on "How to Clean Silver." She went to work on Saturday morning following the session and the first thing the homemaker requested her to do was to clean the silver. She said, *"Today, we are going to clean the silver. Here is the silver to be cleaned and here is the polish."* The participant was so pleased that she could do this and not have to ask for any instructions since she had just had a lesson on cleaning silver.

Another class participant reported having made the beds at the home where she worked by the method taught in the home management project. The next week when she returned to work and started to change the beds, the homemaker said, *"Will you please make the beds like you did last week because they looked better and were easier to care for the remainder of the week than ever before."*

Over 87 girls participated in the home management project, and over half received employment after school or on weekends after completing the project.

A local school principal said he could personally tell a difference in improved appearances and attitudes of the girls who participated.

Program Procedures – Ashley County

The Special Youth home management project as conducted in Ashley county consisted of a series of 10 lessons lasting for about two hours. The lesson series were held in four high schools and in the home of the program assistant.

The Extension home economist provided professional leadership while the Family Living Committee and Extension Homemakers Council endorsed and assisted with the planning.

An Extension program assistant was employed to teach the youth. In each of the five community areas she had a program aid to assist with the lessons.

The Extension home economist served as advisor and supervisor for the program. Local home economic teachers were involved in the planning and evaluation.

One hundred and twenty-five girls in the five school areas participated. About 20 girls were school dropouts and most of the other girls could not have remained in school without assistance. All participants were from low-income families.

Evaluation

A testing program was used for evaluation. Tests on subject matter was administered before and after each session. The results show that test scores increased from 45 to 55 per cent before lessons to 60 to 100 per cent after lessons. Interest and attendance was excellent. Most girls who missed lessons because of illness asked if they could make them up. Several girls obtained jobs with local families even before they had completed all of the lessons. There was a steady demand for the girls' housekeeping services after the project was completed. Most of the girls told the Extension program assistant they felt their over-all grades in school had improved and several of the dropouts returned to school. This type of approach definitely has possibilities, particularly in reaching older disadvantaged girls.

Behavioral Impact Evaluation

The purpose of this study has been to find ways of involving low-income youth who are not being reached by any youth organization. Among the questions generated by the study are:

1. Can the 4-H approach be adopted to reach youth from the lower socioeconomic segments of society?
2. Are there ways of involving these young people who have been traditionally noninvolved in society?
3. What is the degree of impact this approach has had on youth, their families, and communities in which they live?

A major problem in the evaluation was due to the limited amount of benchmark data, thus progress—or lack of it—could not be measured in an absolute sense. This was not due to an oversight on the part of those involved, but due to the nature of the project, the urgency of getting action, and the limited resources in time on personnel available to the project leader.

METHODOLOGY

As a basis for the investigation, a series of questions were formulated to measure the degree of change in attitudes and values of the youth involved. Using this method, 11 program aides were interviewed and their response tabulated. However, upon completing this portion of the investigation it was felt that this technique was not acquiring the information desired and available. The nature of the questions, the formality in which they were presented, and the lack of understanding of these questions by some program aides were apparent limiting factors. In order to overcome these limitations and also to act as a check of reliability on the information already obtained, a second approach was developed. .

The original seven questions were expanded to 14 covering the same areas but in a broader approach. Then a new technique was introduced, i.e., instead of having the program aides fill out a questionnaire on each child worked with, they were asked to rank the children in the order they felt progress had been made. This request was made to achieve two objectives. First, it gave the program aides time to think about the project and the children, and secondly, it was felt that by letting them do this ranking we would be recognizing them as being knowledgeables in this activity. With this ranking in hand, we proceeded to interview each program aide using an open-end approach. These interviews were recorded on tape and transcribed at a later date. This approach proved to be very successful. The program aides after the first few minutes relaxed and responded readily to the questions. In several instances the aides went beyond the questions asked and volunteered information that would not have been revealed by the questions alone.

METHODS OF OBTAINING INTERVIEWS

The following techniques were used in selecting and interviewing the program assistants and aides. Four counties were involved—Lonoke, White, St. Francis and Craighead. In each county a different method of selection was employed. The purpose of this was to enable the investigator to cross-check the responses of the aides. In Lonoke county 11 program aides were selected randomly from a list of those engaged in project work. These aides were working with 108 children. They were asked to complete an individual questionnaire on each of these children. In the remaining counties the open-end tape interview technique was employed. However, the selection of program aides in the remaining three counties differed from the method used in Lonoke county.

In White county all Extension program assistants and aides actively working with project groups were interviewed. This was done in order that the events would be fresh in the memories of the aides. A total of 12 aides and two Extension program assistants was interviewed. In St. Francis county an opposite approach was used; i.e., only those who had worked with groups six months or more before were interviewed. The reason for this was that at the time of interviewing there were no active groups available and also there was interest in obtaining the effects of residual memory of the aides to compare with the responses of the aides from White county. Ten aides were randomly selected in this county from a list of 60. In Craighead county, one Extension program assistant had been working with several groups for a period of one and one-half years. She was asked the same questions as the aides in White and St. Francis counties and a comparison made of her responses to those obtained in the two other counties. These responses were then compared with the responses obtained in Lonoke county. An interview with Mrs. Louie Walker, Craighead County Extension program assistant, has been included in Appendix I, page 52, as a sample of the interview conducted.

FINDINGS AND THEIR SIGNIFICANCE

One major task in any evaluation study is how to handle the mass of data collected and this study is no exception. After experimenting with several approaches, it was decided that a narrative approach would yield the most useful information. Therefore, each question was treated separately using this technique. The responses of each county are analyzed simultaneously by questions with the exception of Lonoke county.

RESPONSES AND ANALYSIS – Question No. 1

What is your overall impression of the project? The program aides responded very well using such terms as: It's wonderful, a good thing, informative, fun, encouraging, enjoyable and nice. This question had two main purposes. First, we wanted to create an atmosphere of informality to put the aides at ease, and secondly, we wanted to show these aides that there were no "wrong" answers; that what we were looking for were their true feelings on all questions.

Responses included these typical answers:

> *"Well, I really think the children enjoyed it. In fact, the ones that I worked with, it did a lot of good. It helped them a lot and they have enjoyed learning. And it helped a lot of other children that would not have been helped otherwise because, well, a lot of things I myself didn't know about, we learned during this project."*
>
> *"I think it is a very nice project for the girls, especially in this community, because we have never had anything like this before in this community for the girls. And since we have had this project the girls have learned so many homemaking tips and stuff like that to help them out."*
>
> *"It's a good thing and some of the boys are just loafing around and they, you know, it give them something to do. And some of them take a lot of interest in it and some of them go slow."*
>
> *"Well, of course, I think it's wonderful. Actually, I think it's one of the greatest things we have tried to do for our little children that doesn't....they don't have a mother and daddy to push them. This way I can help them. In our other 4-H work, you know 4-H Clubs, I feel that the children are children that already have parents behind them wholeheartedly, or they just wouldn't be in club work. You see, in this work it's little children that don't have support, no push whatever."*

In analyzing the above responses, several facts concerning the effectiveness of this project begin to emerge.

First, these aides view the project as a means of meeting some basic needs of these children. In addition to giving these children recognition and security the aides indicated that it also enabled them to become involved in group activities in a manner that had not been previously available to them.

Not only did these program aides see the benefit to the children but they also indicated that they themselves were better off for having been involved in this type of activity.

RESPONSES AND ANALYSIS – Question No. 2

What kind of children were these? This question had as its objective the idea of finding out just how these aides viewed the children they were working with, i.e., did they have a stereotype image of them or did they see them as individuals with individual problems. Again, we refer to the terms and phrases used to gain an insight into this dimension of the problem. In probing this area, the aides were asked to describe each of the children they were working with. Some of the terms and phrases typically used were: *"She has a very nice personality." "He is very intelligent." "He's a quick child to pick up and grasp anything." "He's slow and kinda hard to catch on."*

The range of responses to this question indicated that the program aides viewed these children as individuals, with varying degrees of capabilities and differing personalities. A few examples are:

> *"Well, I think possibly these three (participation) cards, Frances and George are twins and Johnny is their younger brother—and I think they have quite a lot of problems. They respond well to [illegible] I think maybe that this program has helped them."*
>
> *"Well, he's the type of boy that anything he would start to do he would just put his whole heart and soul in it. And if he'd cut a pattern and he'd measure it and it was just a fraction shorter on one side than the other side, he'd want to do away with it and cut another one. He just wanted everything perfect, just to the tee, and he was real conscientious."*
>
> *"He had a lot of temper when he started in the class and we was able to break that down to where—previous to that he had made several attempts to play ball on little league softball teams but he wouldn't make the team for his temper. The instructor just wouldn't take time to try to groom that. But after I got him in this class and I worked with him for about five weeks he was one of the most manageable boys we had and looked like he wasn't as quick to anger as*

he was when we started. It had developed so that the people over the community wanted to know what I was doing."

"Now, these boys come from mighty nice homes. All they wanted was an opportunity. They were well informed kids because they had a good foundation from their parents, you know, stay with them, you know, they are nice boys to work with and all they want is a chance."

Not only do the responses to this question show that these aides saw these children as individuals with individual needs, they also indicate a fairly high degree of personal involvement on the part of the aides with the children and a favorable response to this involvement by the children.

When considering the type of environment that most of these children are in, this personal involvement can be viewed as having positive value in helping them view the adult world.

RESPONSES AND ANALYSIS – Question No. 3

What about their personal appearance? The question yielded very little usable information. This question was injected to see if there had been any change in the children's self-image of themselves as it might be revealed in a change in their personal appearance. Although no usable data was obtained at this point, indications received from questions one and eleven seem to show that there was an improvement in personal appearance and therefore some indication of an improvement in self-image.

RESPONSES AND ANALYSIS – Question No. 4

What about their attitude toward school? It was found that in general these children were for the most part in school and many had a good attitude towards education. However, there was an indication on the part of some of the program aides that these children needed encouragement. In several instances this encouragement was given and it seemed to motivate the children either to stay in school or to return. The following responses of this area of inquiry show what transpired.

"These girls. . . .I wish you could just see these girls. Words can't express where these girls came from. No chairs, no nothing to eat with, no nothing. Just the lower class of people. These girls, they said they wanted to be like me. Said they want to know how to do different things. They wanted to know how to dress, they wanted to learn how to go through school to learn how to meet the public. They just didn't know, see. One of these girls is yet in school and I'm thinking, not for sure but I think this child is about. . . .She started in the third. She been out of school most all of her days. She was about 13 when she started in third and I think she had a birthday and I'm sure she's about. . .i think she's about fifth grade. She's very apt, she's very good. And she still says she wants to learn to be a teacher."

"That's right. That's one thing, the reason I say it's a good idea. Because one of the girls. . . . She was 14 and she was ashamed to go to school. But after I talked to her and told her it's not a crime not to know but to not try to learn, see, and she's still in school. She attended summer school."

"Well, because a lot of them, they didn't get their homework. I mean after school, well they just be out walking the streets, you know, or something. And when I tell them, I say now something can happen to those kind of people on the streets. You know, try to stay at home and get your homework and get your mind on something good instead of out on the street. Well, a lot of the parents have told me since they have been in class they stay home and get their lessons."

"Well, these two particular boys were always, of course, this was just talk of boys, they were trying to wait for the day when they are old enough where they won't have to go back to school. Of course, I tried to encourage them to stay in school and this is the thing we need to be interested in. Their parents seemed to be interested, but they have other things to do and this might be another reason why the boys come earlier."

As a point of interest, it should be noted that in many instances it was the school people, i.e., teachers and principals, who suggested what children these aides might try to involve in the project.

The above responses indicate that many of these children see the need even vaguely, for education but that they are in need of adult encouragement and when this encouragement comes from non-traditional sources they readily respond to it.

RESPONSES AND ANALYSIS – Question No. 5

How well did these children communicate with each other, with other people? The ability of children from the lower socioeconomic level to communicate and interact smoothly with others is at a lower level than for children from other sectors of the society. The findings as revealed by the program aides' responses indicated that in many instances an increase in communication ability was observable. They noted that at the beginning of a project there were children who did not communicate with others and as time progressed an improvement was noted. A few examples of this are:

"Well, yes. In my group I had one or two that seemed a little backwards. Some of them didn't seem that they had ever used a saw or anything like that you know. They were kinda' backwards, a couple of them were."

"Did they come out of it?"

"Yes sir, they came out of it and began to do nicely."

"It was poor (relationships) at first, but it was real good later."

> *"Well, these girls at first. . . . Let me tell you how they measure. These girls at first they didn't talk to one another. They seem to sneer at one another and after I had. . . . I had just teach and teach and talked and talked and these girls they learned to learn with one another and they learned to work with one another. They learned to share with one another. And in most of our classes they learned to say 'Miss Richardson,' Miss whatever their last name was."*
>
> *"Well, I had one that was a little on the aggressive side and it helped her to work with the others better. And the little I was telling you about that was kinda' exceptional was always a little, kinda' selfish, and it taught her to share and to realize that she was like everybody else."*
>
> *"Well, it helped him. Well, we'll say socially, in the community. He takes part in say, church work that he used to lag on. He wouldn't do it at all. In school, he's begun to study more and I've talked with some of his teachers and he does possess quite a potential if you could just keep on and get him to loosen up altogether and he'd have something worthwhile."*

The responses indicate the effectiveness of a little guidance in helping these children overcome the problem of communicating and developing positive relationships with each other.

When we realize how little time was spent with these children by the program aides and how much change took place it raises the question of how much more could be accomplished with more intensive efforts.

Considering the importance of adequate and effective communications in the socialization of the individual, the impact of this project on the lives of the children involved must be viewed as being important.

RESPONSES AND ANALYSIS – Question No. 6

Did any of the children ever talk about their future plans? There is a commonly held assumption that those in the lower socioeconomic segment of society have a time perspective that is limited to the immediate present. The findings on this point were inconclusive. Although a few did indicate that they were thinking about what they wanted to do with their lives, the majority of the responses by the program aides indicated that they didn't have time to cover this area.

> *"Yes, they said they wanted to go to school. You know, finish up through school and everything. They're interested about going to school and things like that to help them through school."*
>
> *"Yes, Linda Faye Allen has talked to me about – I mean she wants to be a cosmetologist. Carolyn Gale Williams, I had told her the first year. Those are some I had the first year, well, she wanted to be a nurse. And she talked to me too."*
>
> *"Well, some of them. Not too much. Now Brenda, Lavern, Marion and Juanita often talks. Well, they wanted to go to college and want to be able to learn all they can in order they can and once they're grown up and out of school and want to be able to get them a job. There is one or two that has talked about it. Oh, they might like secretary work, and Sally and Lavern have also talked on that."*

In further planning work of this type, it might be well to place emphasis on building into the program this dimension of human development. By tying present activities with future goals, these activities should become more meaningful to those involved.

RESPONSES AND ANALYSIS – Question No. 7

Did their parents show any interest in the children? Did it change? One of the objectives of this study is to determine what impact, if any, did this have on the parents of the children worked with. The general response was that of casual to deep interest on the part of the parents in what their children were doing. The level of interest seemed to be related to the degree of information that the parents had about the project. From the responses given it seems that by working with these children we can reach their parents. Some typical responses received are:

> *"The parents they got to the place where they would attend these classes that I would have in the home, see. I first had 16 girls and Miss Clements seemed to think that was a little too much to see after. Well, then I would ask eight this week and eight the next week to keep from dropping any of the girls. So then the parents they got real interested in it and they attended these classes. And they learned how to do quite a bit of the work themselves."*
>
> *"Well, now some of the parents, you know, seeing them go about things, the parents didn't seem to be too interested themselves. But they was very interested in seeing the kids go about this work. Sometimes they'd say, well, I'm too old to learn this, or I'm too old to learn that, but I'll do all I can to help my daughter or my son, like that. We had parents like that."*
>
> *"Several of them came over to me and asked or told me that if there was anything they needed to buy for the children while they were in the project that they would be happy to buy the material for them. And several of them came up to me and said they had noticed a change in their daughters or something like that."*
>
> *"They was interested in it after I explained the program to them, but it was two or three that was sort of doubtful. They was just more or less on a wait and see basis. See what would we produce. And I imagine the children was so enthused over the project until they talked about it at home until these parents decided they would come and even visit our classes. And they would watch the children work and we went on about our occupation as if they wasn't present. And then later on we began to get words of sentiment what was passed through the community*

> *that the boys was actually doing a good job. The community as a whole didn't realize the benefit of it until we had our first display."*

From the point of total Extension programming it might be well to include some definite steps towards involving the parents as much as possible, both from the point of getting their active support and also as a means of reaching them with information that will help in raising their children as well as to improve their own capabilities.

RESPONSES AND ANALYSIS – Question No. 8

Has anyone in the community ever mentioned the project to you? Not only were we interested in knowing if this project had any impact on the parents of these children, we also wanted to find out if it had any influence on the community as a whole. The responses to this question had a wide range from– *"No, I imagine the biggest part of them didn't know I was fooling with them."* to– tacit approval to a full understanding of what the project involved and who was sponsoring it.

> *"Well, one – to backtrack myself – the night we had the commencement exercise all parents were notified and we just kinda' passed work on to some of those who didn't have any children in the project and we had an attendance that night of 75 people."*
>
> *Yes, but the people don't understand it near as much. They think it's some type of program the President has put out. They don't – you have to explain to them that it isn't the poverty program that so many of them are involved in."*

If we are concerned with getting community legitimization of our programs, these responses indicate that more efforts need to be expended on informing the community as to who we are, what we're doing and how it might benefit them.

RESPONSES AND ANALYSIS– Question No. 9

What was the reading ability of these children? We received very poor responses to the question. However, from those who did respond to this question, the indication was that the literature provided was easily understood by the children. This aspect of the study is discussed under literature evaluation.

RESPONSES AND ANALYSIS–Question No. 10

What weaknesses do you see in the project? As with any new project, we realized that many improvements could be made. The program aides seemed reluctant to respond to this question but from those who did, two areas of need seemed to emerge. First, these aides thought that more children should be involved, that we weren't reaching enough children. Secondly, that it should be easier for them to get the materials that they needed to carry on this work.

RESPONSES AND ANALYSIS– Question No. 11

What one thing did these children get out of the project? Just what did involvement in this project do to these children; what benefits did they derive from this type of activity? In order to get at this question, the program aides were asked to state in their own words what these children got out of their involvement in the project. The responses revealed that these aides sensed a change in the children. Such terms as responsibility, belongingness, accomplishment, self-discovery, self-confidence, cooperation, pride and self-respect were used to describe what the aides thought the children received from their involvement.

> *"I think one of the most important things they learned from this project is a sense of responsibility. I noticed when we first started the project a lot of the girls had the idea that.... I'm just coming to this class, I'm just going to look it over. But after they saw what the class was all about and some of the things we would be doing, then a lot of the girls began to participate and learn how to take on responsibilities and keep their projects turned in on time and keep their sewing boxes in order. I required them to keep their sewing boxes. Each time I would check their sewing boxes and give them points for the neatness of the sewing box and this helped them develop their responsibility."*
>
> *"Well, I think some of them feel like they have a place now. Something to belong to maybe."*
>
> *"Well, it taught them togetherness....something that they hadn't had because whatever they would start in they would always fall out or one wanted to be the leader and they didn't know how to follow each other and that taught them a great deal to respect each other's wishes, listen to their opinions and be able to.... In other words, if someone gave a suggestion go along with that, learn to agree or disagree instead of like they usually do."*
>
> *"Well, I would say one thing, that they would not feel left out anymore, they would like to be with the rest of the girls. They would say, well they don't want me with them because I'm younger than them. Now they just all one group. They all comes out and be's together. But once before they say, well, we don't want those young girls with us because they don't know anything. But now, you know, we don't have that problem."*
>
> *"I would off hand say the group I had just more or less....looking up to the leader. As far as somebody to look up to more than anything else. I don't quite know how to word it but they seem, more or less enjoy their relationship with me more than they possibly would the work. Somebody they could....kinda' like a father-son relation without it being, more or less."*
>
> *"Well, I think they enjoyed working together and accomplishing something, finishing it and having it nice and having people say that it looked nice, because it did. And they enjoyed having a place to go. Kinda' of a little bit of routine out of it. We always*

made some kool-aid or something like that. We kinda' made a party out of it in a way and they all enjoyed it."

"Well, it has shown them that if they want to do a thing bad enough and trying, that they can. And they, I think, they have come a long way in showing their attitude about what they want to do. I mean in their shyness in being shy and things like this they have come a long way. I mean they just feel more outspoken when they used to be so shy in saying some things that if there is something they want to know or they don't understand, they'll ask me."

"Well, I think this. The boys have gotten that they are not exactly as neglected as they thought. In other words, belonging.... In other words they thought at first that they were in a class, they didn't have anyone to take interest in them at all. They weren't getting it at home and they thought other people felt the same way about it. But they are learning a better self, belonging to a thing."

"It's a number of things that I have observed but more especially it makes them want to do things for themselves."

"Self-respect for one thing and how to.... I always say if you didn't respect yourself you don't respect me. These girls they had bad language. They used a lot of bad language right out in the street or anywhere. They didn't care who was coming along. They didn't dress, they went half naked and they learned to respect themselves and how to dress."

The above responses indicate that the program aides saw some definite benefits accruing to the children as a result of their being involved in this project. Probably among the most important of these benefits was that of an improvement of their self-image. Whereas at the beginning they viewed themselves as being limited and outside of the main stream of society,now many of them have discovered that they do have capabilities and that they do have a place in their community.

RESPONSES AND ANALYSIS– Question No. 12

How could this project be improved? As with question number 10 the results were limited. What few responses that we did receive indicated that the time element was too short.

RESPONSES AND ANALYSIS– Question No. 13

What do you think would happen to the children if we stopped the project? It is difficult to express the reaction to question 13 in words alone. One needs to hear the tones of voices and see the expression on the faces of the program aides as they were asked to respond to this question. In general, they expressed the feeling that the children would feel let down, that there would be initial disappointment, then distrust, making any future work with this group very difficult.

"I feel in a sense that they would be lost unless something else was initiated in the future."

"Neglected. More or less because a lot of them get this at home and I would feel that they would feel they have been neglected and that I didn't live up to my part."

"I think they would be real disappointed in it because the meeting time is 2:00 every Saturday and a lot of the girls arrive at 12:30. This is how eager they are to get here on time and start their projects. I've told them over and over that the meeting time is 2:00 but they still come early. I guess this expresses how they really feel about the project."

"The reason why I think they would hate it because it was.... One thing it was girls getting together, spinning ideas with each other and the other that they was learning something else on the side. Now all the girls was in club work but this was just a little something, you know, was just a little bit different."

These responses indicate that in planning this type of activity we need to consider the consequences should the activity be terminated within a relatively short time after it is started.

RESPONSES AND ANALYSIS – Question No. 14

What would you do if we stopped this project? Responses on the whole were gratifying and indicated that the program aides after having become involved with these children developed a desire to continue, even if it meant doing it on their own. A few examples of the responses indicating this are:

"What would your reaction be?"

"I'd keep on."

"Even if we didn't?"

"That's what I think. And I'll tell you why. We haven't been able to get no lessons that I get I bring home to my girls. We've been having some short courses in our community and I bring that back home to my girls and work with this."

"Well, I would hate it myself because after all after I get started with young people I loved it."

"What would you do? Would you just quit yourself?"

"No. I always worked with the ladies and we still do work. When I got the children it's just with the young people...."

"I sure would. In fact, I couldn't afford to quit. I enjoy working with the children so. And it's just become something that I begin to look forward to as well as the children. Because I enjoy them talking to me and telling me things that happened during the day or week and planning out different things. I like to see their enthusiasm when I suggest something and we carry it out."

"Well, I like to do this kind of work. I would find some other way to help them because I think this kind of work the girls need. And, if I had had the opportunity to join a class like this when I was young, I think I would have been prepared for taking home economics in high school or something like that."

"Well, I feel if the program were just actually cut off that I would do something else myself for them because I've been with them so long that it's just a part of me. That I want to help them some way and if the program was cut off, well, I'd have something to help take care of this time that they've been in these projects. It might not be quite as beneficiary to them as this but, in other words, I'd have something for them to do."

SUMMARY AND OBSERVATIONS

As previously indicated, these program aides saw this project as being of benefit to the children. Because of this experience the majority of them indicated that they would continue on their own if the project was terminated.

The questions raised in the beginning of this study: *"Are there ways of involving these young people who have been traditionally non-involved in society?"* and *"What is the impact of this approach on the youth, their families and the communities they live in?"* have in part been answered in a positive manner.

This study indicates that there are ways of involving these youth in activities that are beneficial to them. Further, it was noted that this approach had considerable impact on the youth but varied with the parents and the communities. The data indicates that the more information given to the latter two categories the greater the impact of the project upon them.

Specifically the study revealed several direct benefits to those involved:

1. The project was successful in meeting some of the basic needs of these young people.

2. This approach to youth work not only benefited the youth but was also beneficial to those directly associated with this activity.

3. This approach was, to a degree, successful in involving these young people in group activities in a manner not previously available to them.

4. There was a change in how adults viewed these young people; i.e., as individuals with varying degrees of capabilities and needs as opposed to a stereotype image.

5. There was an improvement in the level of communications between the youth themselves and between the youth and the adults working with them.

6. As a result of involvement in this project there was a change in the youths' self-image of themselves from one reflecting nonconfidence in solving life's problems to one of increased confidence.

7. Through encouragement by the program aides these young people were reinforced on the importance of getting a good education.

8. Interest level of the parents increased substantially after their children participated in the project even though the interest level was surprisingly high in the beginning of the program of work (Table 36).

TABLE 36

Interest Level of Parents

Interest Rating Scale*	Craighead County		St. Francis County		White County		Three Counties	
	Beginning	End	Beginning	End	Beginning	End	Beginning	End
No interest (1)	17	5	2	1	60	35	79	41
Little interest (2)	9	11	27	16	107	74	143	101
Some interest (3)	24	12	42	31	111	79	177	122
Much interest (4)	12	19	52	43	80	76	144	138
Very much interest (5)	1	16	58	90	57	97	116	203
Not reported	-	-	10	10	8	62	18	72
Average rating	2.53	3.47	3.75	4.13	2.79	3.34	3.11	3.59

*Rating form completed by Program Assistants and Program Aides at the beginning and end of a Program of Work.

General Summary Statements

The Special Youth Project Study has provided an opportunity to systematically approach programming for a clientele of youth generally not being reached by other youth groups or organizations. The following statements are based on observations and experiences incurred during the four-year study.

1. The general public, when aware of the needs, are interested in helping the disadvantaged help themselves. They welcome and will support a well-planned, meaningful program.

2. A large segment of the general public are unaware of the pressing educational and societal problems and needs of disadvantaged youth in their community, county and state.

3. Regardless of their socioeconomic backgrounds, disadvantaged youth and their families are interested in informal educational opportunities provided they are designed to meet their needs, interests, and concerns.

4. The Special Youth Project programming approach is a valid and effective way to reach the disadvantaged sector of society.

5. To be effective, programming leadership must be provided by professionals who know, understand, and appreciate the problems and needs of the disadvantaged.

6. Local adults who are not "professional educators" can be recruited and trained to work successfully with disadvantaged youth. The key to their success seems to be the empathy expressed in the adults' relationship with the youth and this feeling is often called "missionary spirit."

7. There is a direct correlation between the amount of local support and the effectiveness of reporting plans and results of work with the disadvantaged. The more intimate individuals are with the work, the more likely they will support it.

8. Due to variance among disadvantaged youth in mental and physical skills, considerable flexibility must be built into all phases of programming.

9. A comprehensive program for reaching the disadvantaged will include many methods and techniques. Not only should it include Extension organized groups and activities, but also church, school, and civic groups, etc.

10. An effective way for professional workers to help disadvantaged youth is to include them in their program efforts, utilizing present local resources available and plan for additional resources as needed.

11. The Special Youth Project Study was conducted under a contractual arrangement between the Federal Extension Service, U. S. Department of Agriculture, and the University of Arkansas Agricultural Extension Service. This cooperative arrangement has proven to be an effective and satisfactory way for state and federal agencies to work together in bringing about informal educational opportunities for disadvantaged youth.

APPENDIX I
BEHAVIORAL IMPACT EVALUATION
INTERVIEW

Mrs. Louie Walker was the first of 15 Extension program assistants appointed to work in the Arkansas Special Youth Project. The mother of three children, 17, 18 and 22 years old, she has some college work and has been active in church, community and school activities.

In addition to Mrs. Walker's work with youth, she works personally with many of the parents because of her intense desire to help others. Mrs. Walker has acted as a social "broker" in bringing together those who need help and those who want to help others. This interview reveals some of the personal characteristics needed by adults working with the disadvantaged.

As you read Mrs. Walker's interview, note these characteristics of Mrs. Walker:

1. Her willingness and skill in her thinking and reaching down to help the poor.
2. Her ability to systematically plan her work (not to follow a recipe—none are available) and yet remain flexible for changes to meet the individual needs of the youth as they arise.
3. Her intense unselfish desire to help and her concern for the disadvantaged.
4. Her ability to gain and maintain a favorable rapport with the parents.
5. Her skill of involving members of her own family, teachers, ministers, neighbors, and civic, business, church and county officials in the work.
6. Her sensitivity to the individuals and their personal problems.
7. Her skill in interpreting the true meaning behind the youths' verbal response to questions.

Interview

MR. URBON--Just in your own words, Mrs. Walker, tell me what you think of the whole project.

MRS. WALKER--Well, of course, I think it's **wonderful**, actually. I think it's one of the greatest things we've tried to do for our little children that doesn't put them on a spot. They don't have a mother and daddy to push them. This way I can help them. In our other 4-H work, you know 4-H Clubs, I feel that the children are children who already have parents behind them wholeheartedly or they just wouldn't be in Club work. You see, in this work it's little children that don't have support, no push whatever. So it gives them a feeling of recognition, it gives them a little security. You know what that does for a child. They need love, they need security -- recognition.

MR. URBON--You say you thought it was the greatest thing for these children to have somewhere to go, someone to push them, what else do you think it's done for them?

MRS. WALKER--Well, it has let them know they could do something with their hands they didn't know they could do. I had one mother to say, "Well, I didn't know Mike could do anything like that." He's about 14 and made a simple little footstool and varnished it. She was so proud of that . . . and he is 14, he should have been sawing and hammering years ago and hadn't had the opportunity or anyone to show him or bring him a hammer and nails and boards.

MR. URBON--This was probably due to the fact that they didn't have this around the place. I mean the things to work with.

MRS. WALKER--Well, they lived on the farm and there were boards in every direction.

MR. URBON--But I mean tools and things like that.

MRS. WALKER--Well, if they had them, they lost them.

MR. URBON--Did these children have any problem in reading the literature that we developed?

MRS. WALKER--We sat down and read it together. I found that many of these children are slow learners, the ones that are in the remedial reading classes at school, and they are kids that don't fit in with other groups. I mean many of them, now I have a few good ones in each club, I'll say that, but many of them are children that already don't fit into our regular pattern of society. So they are a little bit slow. Now I have several that I can tell are real intelligent children if they just had a good chance.

MR. URBON--You said something about these children, they didn't fit into our regular patterns. What do you mean? Why do you suppose they don't fit in? You see it's the first time I've run across this, in a way.

MRS. WALKER--Well, like they have a play at school or PTA. Mother and daddy don't go so they have no transportation perhaps or no interest, so the children are held out of those things. They can't come and they're dirty. There's Johnny. He's dirty and never has a haircut.

MR. URBON--In other words, they are just not involved in many of the activities which these other children normally are.

MRS. WALKER--And they aren't connected -- many of them aren't in church work. So you see, they don't meet with the other groups. They don't go to picnics. They had never been to a picnic until we had one for them.

MR. URBON--Now you've been working with some of these for a year or longer, haven't you?

MRS. WALKER--Oh, yes.

MR. URBON--Are they involved now in community activities?

MRS. WALKER--Yes, I can see a little change.

MR. URBON--Can you give me some examples? Right off hand?

MRS. WALKER--Well, you mean they are more involved than they were? Well, for instance, one little thing we gave them 4-H sweaters, and they are wearing them to school so proud. And "I'm in 4-H project work. Why aren't you in it?" And they seem to go in with other groups and talk to them more, fit in more, a feeling of belonging, together more. And I don't know why, but when I first started these groups I believe out of 65 of them only about 9 were attending church. Now there are many more. Now I don't know what the answer to that would be.

MR. URBON--Well, this is the picture I've been getting throughout the state is that there are all these children out here, sort of on the edge of society, and this has been a door through which they can come into society and get involved with these other groups.

MRS. WALKER--Yes, more involved.

MR. URBON--Has anybody outside of the Extension staff ever talked to you about this work, ever asked you any questions, shown any interest?

MRS. WALKER--Well, the school teachers did at school, especially. And I have asked them if they notice any difference in the children.

MR. URBON--What was their response?

MRS. WALKER--And one thing in particular, a widow has six children -- last year I worked with all of them and one has married and they're expecting their first in about seven months. Well, anyway, I asked this teacher and she said she sure could notice the difference in the children. Well, we have gotten many clothes for them. Different clubs have helped us and their clothes are much better. They've helped them with food, and she feeds them better. They look healthier, stronger. And by having an interest in them it seems like they wake up, they're more alive, they're not so dead like.

MR. URBON--Has anyone besides the school teachers ever talked to you about these projects you worked with, take any interest?

MRS. WALKER–Well, a few ministers and Sunday school teachers. The interest is more and more all the time the way I see it. They don't know what to do to help. They're at a loss. I wish someone would tell me what I can do, you know, to help them more, other than go to them regularly. If you don't go regularly they drop right back into that same slot because their living conditions are still the same.

MR. URBON–What do you mean regularly, have meetings once a week or what?

MRS. WALKER–Yes, if you miss -- you're supposed to go once a week or every two weeks -- and if you break up this pattern and miss a month, you can tell it when you get back.

MR. URBON–Sort of revert back?

MRS. WALKER–They revert -- go straight back.

MR. URBON–You've been working with them for quite a while, probably longer than anyone else in this work, how long do you think it would take before you could say break away from these children and they wouldn't revert back and get into these other organizations and groups?

MRS. WALKER–I wouldn't have an answer to that other than I can do more with the children if I can reach them at 6 or 7 than I can after they reach the age of 13 or 14. I'm finding that out easily because those boys have already found out that they had rather take a fishing pole or a gun and just walk off from what they were doing and go hunting or fishing than to work because they don't like to work. They just have so much "don't care" they just sit and watch television rather than build things. They're used to it.

MR. URBON–What has been the attitude or acception on the part of the parents? Are parents involved?

MRS. WALKER–Many of them are real interested. I have two or three mothers that just work so well. Some of them are the lazy type that just want to take their babies and go off and sit down in the corner and nurse the baby and not get up and do a thing. They won't get up and touch the scissors or help tread the machine. They just won't.

MR. URBON–Has any of these parents shown any hostility or resentment toward the project? How was this overcome?

MRS. WALKER–Yes, one or two men said they didn't want any favors from the "blank" government.

MR. URBON–They expressed themselves very vividly.

MRS. WALKER–Yes. Well, I let this man alone and began working with his brother's children because the wife in that situation was real interested. She was the one that said she was going to do something about them. And I began working with them and the other man recognized what we were doing for his brother's children. So he would bring them about 4 or 5 miles across the country to the club. He wouldn't let them meet in the club in his community, he wanted them in with their cousins. So I have a whole club of cousins and they worked real well.

MR. URBON–Have any of the parents come to you directly and talked about their children as to their future or what you could do to help them or show any appreciation for the work you are doing?

MRS. WALKER–You mean the parents of kids in the club? Well, yes, they all said they were proud they had a chance to work with the carpenter tools. The girls learned to cook and sew. Now the mothers are expecially proud when they can see pillowcases or a little apron or a pot holder their little girl has made on her own. But they are people that haven't learned very quickly or they would have been learning from the television. Most of them have televisions. See if they were the kind that would pick up things and go on and do it, they could have been learning a long time ago, you know that. But they are the type that have to be taught. They don't take it just to hand it to them.

MR. URBON–From what you're saying then if I understand you right, if you work with these people and organize systematic way and give them strong leadership they do respond? They will respond to this?

MRS. WALKER–Yes, they do.

MR. URBON–What about the children that are in school. First of all, were any of the children when you started working with them out of school that you know?

MRS. WALKER–No.

MR. URBON–They were all in school.

MRS. WALKER–I have a club now that I'm trying to get to, but I just don't have enough time. I have nine clubs and it's almost all I can do. I found this family and I asked, "Where are you attending school?" They said, "I don't go to school." I said, "How long have you lived here?" He said, "Since early last fall." And, they still aren't in school. But all my club children are attending school.

MR. URBON–Has this any influence or effect that you can see toward their school work as they've been in this club work?

MRS. WALKER–I don't know if it's had any effect on their school work or not but. . . But like those projects we have on care of your teeth. I gave a toothbrush and toothpaste and they started caring for their teeth. In the third and fourth grades at school, when they studied teeth, they would quickly tell their teacher. . . . So their teacher could see some of this from their club work. We also had hair care and they say they note the kids are picking up cleanliness. . . They say they notice a little difference in their hair and clothing.

MR. URBON–You know, one of the things we're always doing is looking to the future, planning the future and learning, one of the things people are saying about this group in our society is they aren't future orientated, they aren't interested in this, only today. Have any of these children since you've been working with them, ever talked to you about what they wanted to do when they grow up?

MRS. WALKER–Only one or two and I have a little boy that's especially interested in mechanical drawing and electrical wiring so I talked to this boy to try to keep him in school and try to keep him interested because he can make a good leader. He's smart enough to take it and go if somebody would just encourage him.

MR. URBON–This seems to be another problem. They don't have any encouragement from anybody else. This is one of the things this project is sort of offering them is to give this encouragement that they need. Are there any children in particular that you've noticed any outstanding change in and if so, in what way? Maybe some were a little backward or shy, maybe some were a little hostile, but now not so much.

MRS. WALKER–I have. . . . But anyway when we first went to his home there the children were so nervous. I had the opinion the children were her stepchildren. They had been whipped because all they could talk about was getting "whupped." But anyway they were just wild and nervous and it takes me about 30 minutes to talk to them about club work. I talk to them and tell them not to think about whippings. To think positive. The way a man thinks is the way he's going to be, in my opinion. Don't think about those things, think about nice things – and you can calm him down. But he's overly nervous and I've noticed since I've been going, he's calming down more quickly. He seems to know that I'm there to try to help him. He's 14 years old and he can't write his name clearly–

MR. URBON–You mean his whole coordination is that bad?

MRS. WALKER–Yes, I noticed it in his writing when he wrote his name, address, age and school year – his coordination is terrible.

MR. URBON–What year of school is he?

MRS. WALKER–Sixth, I guess.

MR. URBON–What, they just. . . .

MRS. WALKER–Passed him on I guess. But I noticed his reading is fair. He has a speech impediment but he needs love and he needs attention. Regular attention which he's never had. I left a saw blade there and that boy hid it above the door. It was the only place he knew of to hide it. And when I went in Monday he began climbing the door, those little pieces on the door, and I said, "What are you doing?" I couldn't get him still to talk to him and he came back and said "Here, you left this here." And I said, "Thank you." You see, he felt he had done something for me by saving that blade.

MR. URBON--Here he saw a chance to be of service to another person and he seized it.

MRS. WALKER--Yes.

MR. URBON--Are there any other children that you noticed this type of change in? Just off hand.

MRS. WALKER--Well, some of the boys I've been working with are amazing. Many since I've been working with them like to do things and have me brag on them. They have two little Shetland ponies. Last year they built three gates to a pasture and lot and they built a wagon out of cultivator wheels. They hauled corn in it from the field and we bragged on them and made their picture. And the other day when I was over there, they had already broken their garden and harrowed it with a little tiny harrow they had built and took half of a disc, you know -- and they've done all that themselves. One is 10 and one 12 years old and they disced that garden down and it's ready to plant. But every time I go I have to go out and see what they've done and see what they've made. They're after recognition and love and, too, they're enjoying doing it. They had the nicest garden last year.

MR. URBON--This garden add anything to the family, their well being?

MRS. WALKER--Well, they froze 12 packages of English peas and 10 or 12 of the greens they's planted. And out of 5 pounds of potatoes, I believe, they told me they made two bushels. So that added - that helped to know they could do this and it also added to their food supply. And it was only an experiment with us. We had five gardens the first year and 12 the second year.

MR. URBON--This seems like a real good area and I'm going to pursue it. You mentioned earlier that one of these fathers said he didn't want to have anything to do with the government program. Have you run into much of this, as whether this has been a government program?

MRS. WALKER--Well, yes I did. Another old man up in the hills didn't want his grandchildren or daughter-in-law in it at all. And I said, "Well, I go to the county office for my materials but they have no say other than I'm just here to help you, to teach you something." He said, "All right, we'll think about it." So I went back, I went back the third trip. And finally I got her to join. They didn't want to sign their name. I said that's okay. We're just going to work.

MR. URBON--Well, this is another angle we get so formal in our society we got to have forms -- duplicate and triplicate. What do you think about this signing up and keeping records?

MRS. WALKER--No, they're not able to.

MR. URBON--They're not able to?

MRS. WALKER--No, that's one reason that they can't go into regular 4-H work. They're not yet capable of keeping a record of what they do. Now a few of my clubs that I've had this year and a half, some of the older clubs, I'm asking them to call roll now -- and I feel that will help them. It gives them a little bit of confidence and now a few say, can I be president. And I say yes. So I let them take turns being president and they like to do it. Many of them won't try it yet.

MR. URBON--Looking at this project over all, what would your opinion be if we told you we're going to cut it off?

MRS. WALKER--Well, you would have a few little fellows with sort of a blank place in their life, I think, and they'd go right back to where they were. But I do think that they would remember what I've taught them even if they can't put it to use now. Maybe they can when they are old enough and mix with other people and get out in society. Maybe they can put it to use. I can't measure what they learned. I think all education is like that. We can't measure it with things like a stick.

MR. URBON--It's pretty hard to measure education. What would you do personally if the Extension Service said they just didn't have the funds any more?

MRS. WALKER--Well, there are still some little kids I'd go by and see about, I did before -- some of my neighbors.

MR. URBON--Well, we're not going to do this. We just wanted to get your reaction. The same reaction is from everywhere. Some said they felt like we were short changing them, let them down. I want to ask you a real tough question here.

MRS. WALKER--You can leave that one out, I think.

MR. URBON--Sum up in one paragraph -- sentence -- what one thing do you think that this has done for the children? What one thing more than anything else?

MRS. WALKER--I don't know. That's a hard question.

MR. URBON--I said it was going to be a tough one.

MRS. WALKER--Perhaps gave them one of a feeling of security and belonging. And confidence in themselves.

MR. URBON--In what way?

MRS. WALKER--For instance, we had this little fair and they took just some little things that they had made and displayed them. They got to look at everybody else's and compare them and they were proud of them. When they earn a prize or something they are proud of that. It gives them confidence and I can do something when I try and I will do something better next time. This year when they had some 4-H projects, it gave them a feeling of belonging with 4-H Club members.

MR. URBON--When you started out, did you start this out as a 4-H project group?

MRS. WALKER--No, we called it a special youth program.

MR. URBON--Now you've moved it on over to the 4-H project group?

MRS. WALKER--Yes, this year. To try to keep away from that "under-privileged." They don't like that word. "Socially deprived" -- they didn't know what that meant so that didn't strike them too hard.

MR. URBON--I guess sometimes we think we're socially deprived when we look at somebody going bankrupt or something. This is an interesting thing. It's the first time this has happened to this group. The ultimate objective is to pull these children over into our regular 4-H work. You've been helping to do that.

MRS. WALKER--Well, I have one club that's fixing to move over now.

MR. URBON--How long have you worked with this group?

MRS. WALKER--A year.

MR. URBON--It has taken this long to . . .

MRS. WALKER--Well, perhaps -- it's one of the families, I say, the mother has a job and the daddy has gotten a much better job and their living conditions are better. They have more money to do with.

MR. URBON--How many groups do you have right now?

MRS. WALKER--I have nine.

MR. URBON--And you've got one that's going to move over to regular 4-H Club. How many do you think will eventually move into this direction?

MRS. WALKER--Well, now I don't have but one, because I'm striving after the lower ones. I'm keeping away from the better ones -- striving after the needy children.

MR. URBON--So, in other words, you're not too worried about making 4-H'ers out of these clubs?

MRS. WALKER--No. If I can help the children, I will automatically do it. I feel they have confidence in me and I can reach them doing 4-H project work. They call the other the big 4-H Club.

MR. URBON--In other words, they do know about 4-H work and it's sort of a goal like that they can reach for. And this gives them more of a future orientation.

MRS. WALKER--Yes. I show that this 4-H project that we're now in -- we're working on a project that we can almost finish that day. If we can't, we do it the next meeting. And I tell them that the other 4-H work is long-term projects that they can work on over a period of a year. Like beef, etc.

MR. URBON--In other words, they can develop 4-H projects to show to them?

MRS. WALKER--Yes.

MR. URBON--Maybe this is what's been wrong -- these children's attention span is rather short, isn't it? How long do you meet with these children each week?

MRS. WALKER--I try to take up an hour or an hour and a half. With some of them their attention span is much shorter, especially the younger groups. Their attention span is much shorter. I spend two hours there, but probably we won't be in demonstration work the whole time.

MR. URBON--What is their attendance record, how consistent are they?

MRS. WALKER--Well, last year it seems that it was much better than it has been this year. I have had a few clubs that have had conflicts and family trouble. Two homes have burned where my club meetings were and it left me without a place to go to with my club. It caused me to have to split a club. In other words, I go to one house for a part of it and to another house for the other part. Because the children had no transportation, I just met with this family and then go on to the other family. And it caused my attendance record to be a little bit low this year. It was real good last year.

MR. URBON--What about the average size of these clubs?

MRS. WALKER--Well, when I started out it averaged about 7. Now I have one club that has grown to about 17 and I'm having to split it. I'm moving three children to another club that had 7. That'll give me 10 and 14, another 10, three 7's and an 8 and 9, I believe.

MR. URBON--Was there any awareness on the part of these children to the existence of these other clubs? Do they know that they are there? Do they ever talk about them?

MRS. WALKER--Oh yes, they talk about it in school all the time, "What's your club doing?" In fact, I had to break it up -- I started out ... It's easier to get a demonstration ready and go to this club and then go on to the next, but their needs were so different that I couldn't do it that way. Each home had a different need and each child's experience were all different. I mean some had had more experiences than others, so I had to change up by doing one thing at one club and one at the other. Too, in school they would say, "We're not going to cook today, so I'm not going to go. We're not going to have something to eat. We're just going to read about health today and I'm not going to go." So I just don't ever have the same thing -- just let them guess what we're going to do.

MR. URBON--In other words, if they anticipated something wasn't interesting they just weren't going to come? If they didn't know what it was going to be...

MRS. WALKER--Yes, they'd come.

MR. URBON--Their curiosity... You mentioned these in the homes. Are these primarily made up of children from single families or just two families?

MRS. WALKER--Two and three families.

MR. URBON--Two families that are living close together?

MRS. WALKER--Yes. Where they can get off the school bus there and where I can either drop them back home or it's close enough they can walk back.

MR. URBON--Do you have anything else you would like to tell us about in this work? Let me put it this way, you've been working a year and a half, what would you change? Nothing's perfect.

MRS. WALKER--Yes, I need about two more ladies to help me.

MR. URBON--You need more help. Well, this is a ... this seems strange as many people that there are around this area, you can't find any help. And maybe it's the fact that many don't know what is going on. You think maybe a public relations campaign in the community trying to tell people what we are doing would help?

MRS. WALKER--I just don't know. I'm not bragging on myself when I say that you're going to have to have a lady that knows something about loving and something about teaching children. And she should be willing to put on a pair of slacks and shirt and get her a hammer and get right down in the floor with the kids. And come right down to their level in order to teach them. You'll have to go into these filthy homes and try to encourage this mother, if you can, to help the living conditions for these children. Take this dirty child and show her how to bathe it. I bathed a little baby the other day that I vouch hadn't been bathed in it's life, since it was born. It's seven months old and weighs a half pound more than it did when it was born. It weighed 9½ and it's 10 lbs. now. Four children were born on a pallet on the floor. The children came home from school and found them there. Their eyes have never been taken care of or anything and the older two need glasses now. Mr. Harris, from the Extension office, is contacting the Lions Club for me and we're going to try to get them some glasses.

MR. URBON--This seems almost incredible in a society like ours that these conditions exist. We know they do. Why do you suppose that people don't know these things exist. When you tell people about it they just don't believe such things happen.

MRS. WALKER--They couldn't believe me unless they would go with me. And they say, well, don't hunt them up. I don't have to hunt them -- I know where they are because I run all over the rural area and see the houses. I watch the little children get off the school bus and, too, the ones I have near my home. As a substitute teacher I learned those children and something about their needs by working with them.

MR. URBON--Is there anything in the project the way we are doing it now that you would discontinue if you could?

MRS. WALKER--No, I think it's all good. What material I have is all good. I just need more material.

MR. URBON--What type of material?

MRS. WALKER--These little demonstration sheets that I have to work from. It helps me in giving these demonstrations to show them the few little pictures. I'm not good enough to write some of them up. I might think of one or two. However, I have to use a lot of ideas of my own in meeting with these families and working with mending socks and working on clothes.

MR. URBON--Well, let's look at this in another way. What would you add to this as you see that needs to be done? Is there anything that you can think of that we ought to be doing that we're not doing? You've worked with this over a year.

MRS. WALKER--Well, yes. I think we need some way here in this county to help rehabilitate some mommas and daddies. If you could get the mommas and daddies to do better, I could help the children easier. But unless you can better their conditions at home -- when I have to leave these children, they would regress right back to that same old mess at home because their mother and daddy are just like they were. So you need some way -- like this mother with that little dirty baby -- you need some way to help that mother and daddy. Now I don't have the answer because they are just down right lazy. How you motivate people to want to make a better living, how you motivate them to want more for their children, I don't know. I don't have the answer. Anybody that is just content to sleep on a mattress without a sheet and two filthy pillows without a case, quilts that are too dirty for a dog to sleep on and they still have no desire to do better -- I don't know what you do with that momma and daddy.

MR. URBON--Then you're saying that there needs to be some type of program to go along with this work to work with the adults to upgrade their standards and get their cooperation and cope with their problems and then in other words, the parents show a great deal of apathy to their surroundings. This is influencing the children and, in a way, is canceling out anything we might do with the children if we don't go beyond.

MRS. WALKER--Yes, these parents, the way I see it, during their life they felt have nothing but defeat so they are just pleased to live with defeat. And these children are going to feel the same way unless we show them that we can do something. Don't let them feel defeated. Any little child that is trying to make something -- say I can't do it, it's not looking right. I've had them just throw it down. You quit what you're doing and go to this child and help him and show him that he can do something like this other child can. Don't let him feel defeated. If it takes me two more hours, I'd stay until I help that child win. Don't go off and let him feel defeated.

MR. URBON--Most of these children are related. Mostly brothers and sisters and even cousins--what kind of relationship do they have with one another? Do they get along, are they hostile--? How would you describe it?

MRS. WALKER--Well, one family was real loving and nice and the other family was rather hostile. They just argued and fought. They are just high strung, irritable children. I don't know -- I don't know how to express it. They have a hard time trying to find themselves or something. I don't know what it is. I know at one meeting, and the mother was there, two little girls, 7 and 8, just kept fighting. Finally I said, Mary you sit here and I sat Helen over there. And I said now don't get up for 30 minutes. I just made them sit down and I said now think what you're doing. They'd start to get up and I'd make them sit down. The mother looked at me and she didn't say anything. So after their 30 minutes were up, I let them get up and I said now shake hands and let's go to work and they did. So the next meeting they looked at me, they were about to start spatting again. And they backed off and they went to work. But the mother said that's just what they needed. But see she didn't join in and help me, she just let me do it alone.

MR. URBON--What kind of relationship do these children have with their parents?

MRS. WALKER--"Get out of my way." "Go sit down" or "hush." You know the mother, her favorite word is "shut up."

MR. URBON--And it's not very desirable. Has this improved any, have you noticed?

MRS. WALKER--Some. One family was so bad to use ugly words. One day I stopped and just sat down. We were sawing, they just come out and say the awfullest things, and I sat down and said if you're going to be a nice 4-H'er we don't use language like that and I don't want to hear it anymore. That man with 4-H does not go along with that. And the mother was saying the same things. Now they put their hands over their mouths and they'll stop before they finish bad words.

MR. URBON--This is sort of indicating that people still have to work with them to help them and it's just going to take some real organized help with them and sustained after in this way.

MRS. WALKER--Oh, yes.

MR. URBON--Can you think of anything else that might be of benefit to us as we look at this program and try to improve it, evaluate it?

MRS. WALKER--Well, how to improve it, I don't know. Just reach more children. We're reaching such a few of them.

MR. URBON--You say we're reaching a few of them, about what percentage would you say, in your estimation, we're reaching of those who should be worked with?

MRS. WALKER--Here in Craighead County I don't know how many you'd find but I'm only going in a 12-mile fan-shape from my house -- and you see, I have more than 70 perhaps now and I believe I could just quickly get 100 people in my radius.

MR. URBON--This is sort of a pocket in the county? So we're really now scratching the surface.

MRS. WALKER--Yes. Just an experimental area, the way I see it.

MR. URBON--Well, this is interesting because one of the things we're interested in is reaching as many people as we can with the resources we have. From what I've gathered from what you've said and others that this type of program is going to take somebody who's got the hide of a tough rhinoceros and the zeal of a missionary to get out here and really mix with these people and let them know that you are really interested in them as a human being, as an individual.

MRS. WALKER--Just face to face with them, that's the only way you can work with them. I took this little pamphlet the other day to this bad place and we were going to do that -- cleaning and how to bathe. So I kept wondering how I could bathe that poor little baby and I had taken plenty of clothes for it -- a whole outfit including socks, diaper and all -- and I asked the mother if I could use that baby for a doll in the demonstration. I said we'll just use her for a doll, if you don't mind. She said no, go ahead. And so that gave me a chance to bathe the baby. And I was showing a 10-year old girl and a 12-year old. And I said we do it this way and I gave her the rag and soap and we bathed its head and little ears, its nose and on down and when we finished, I took this little box of powder and he was just as red as fire and powdered it and the children said, what is that? They didn't know what powder was.

MR. URBON--This is sort of unbelievable, but it is in existence. Apparently nobody ever paid any attention to these people or tried to help them.

MRS. WALKER--We dressed the baby and I took it and said doesn't it smell good. And she said yes and we took her out on the porch and made a picture of the baby. And I gave her the picture later.

MR. URBON--Is there any of these children that you've seen any outstanding change in the past year or so?

MRS. WALKER--Oh, these children's values are so mixed up. For instance, one little girl swept her toothbrush right out in the yard because she dropped it in the floor and got it dirty. Well, she had some lipstick she wouldn't dare to lose. That lipstick was important to her and the toothbrush wasn't. And I try to watch them closely and try to show them that the values that are important to their livelihood, to their health and their own well being and show them that their studying is more important,that they're learning in school and keeping them in school is more important than the television programs. Try to help them change their values, if possible. I don't know whether I can change them or not, it depends on how young I get them. But they need a new set of values.

MR. URBON--Is it that they need a new set of values or do they just need values, they don't have any?

MRS. WALKER--They don't have any, perhaps.

MR. URBON--This is what I'm wondering about. We're talking about changing people's values we're getting in on an area of violating people's rights or ... but I'm just wondering from what you and other people have said whether these people have any values at all.

MRS. WALKER--Yes, they value their television, they value their gun, they value their hunting dog because that dog helps them. They value their snuff and tobacco and gas for their car to go on, they'll let this baby lay there and starve to death. They had this baby nursing out of a bottle that had a thick coating of clabbered milk inside and it was nursing a cherry soda out of that. So, that you can imagine the appearance. So I tried to tell the mother -- they had bought a gallon of cherry soda and that's all they'd had all day, the whole family, no breakfast, no dinner. So I went in and cooked supper, we cooked rice and fed them for their supper. Took milk, cleaned the bottle out and put milk in for the baby. But I tried to show her for the same amount of money that she paid for this cherry "sody" she called it, that she could have bought a box of powdered milk that would have made eight quarts. And the milk would be so good for them in comparison to this cherry drink. But they either don't know, or that's the easy way.

MR. URBON--Well, this is interesting, too, with this soda bit because I've noticed myself with the low-income people that they really take a lot of it. And apparently the sugar content gives them quick energy.

MRS. WALKER--I think so.

MR. URBON--But, of course, they aren't getting the nourishment they need in the long haul. Their malnutrition is setting in. You go to these homes, I think you mentioned, and show them how to prepare a meal or bathe a baby or take a bottle, when you go back again is there any evidence that they've done it again themselves?

MRS. WALKER--Not too much. Now for instance, this place I was doing this rice dish the other day. I have to carry my camp stove to cook on because I can't build a fire in that heating stove and get it going good enough to cook on. And she just isn't cooking at all. They are just living on perhaps day old bread and some boloney, I don't know. The older children tell me that all they get to eat is their lunch at school. But she had three younger ones at home who are just starving to death. They are just plain starving to death. They are just plain starving! Their legs aren't this big.

MR. URBON--Not much bigger around than your thumb?

MRS. WALKER--Yes.

MR. URBON--Have you done any work with any other people such as the health nurse in the county?

MRS. WALKER--Well, I called her and talked to her about going to the welfare with this family. My first impulse the first time I went there was to take these children away from her, especially these three older ones, and then try to help her feed these three younger ones, because I feel definitely she is mentally incapable. I definitely think that. But then again when you start taking a mother's children away, you're getting in deep water. So I talked to a minister and he talked to a doctor and this doctor has agreed to check the baby monthly and furnish the baby enough milk as long as it has to nurse the bottle if she will take it. She promises me that she will, but I catch her in stories all the time, so I don't know if she's going to unless I go and take it. Now I haven't decided whether I'm going to do that or not, but perhaps I will before it's over in order to get milk for that baby.

MR. URBON--Well, maybe there is a possibility of someone else doing this one thing, taking the baby over there and nothing else. This may be a way of involving other people.

MRS. WALKER--And the grandmother told me -- I took a box of powdered milk and it was gone quickly -- she tells me that the older children drink that milk up from the baby. So hungry children are going to take what's available to eat. They're not going to feel sorry for the baby.

MR. URBON--Well, this has helped us tremendously. What we're looking for is just what is going on and trying to get a picture of this and try to evaluate what good we have been able to do with these people.

Appendix II

AGE AND GRADE DISTRIBUTION OF PARTICIPANTS
CRAIGHEAD COUNTY

Age of Participants

Grade	6	7	8	9	10	11	12	13	14	15	16	17	18	Totals
12											1	1		2
11										1	3	4		8
10										3	1			4
9								4	4	7				15
8							2	4	3	1				10
7					1	5	8	5	1					20
6					11	6	2	2						21
5				3	4	3	2	1						13
4			1	9	1	2								13
3			13	3										16
2		5	2											7
1	8													8
Drop-outs														0
Totals	8	5	16	15	17	16	14	16	8	12	5	5	0	137

AGE AND GRADE DISTRIBUTION OF PARTICIPANTS
ST. FRANCIS COUNTY

Age of Participants

Grade	6	7	8	9	10	11	12	13	14	15	16	17	18	Totals
12											2	6	11	19
11										1	9	7	2	19
10										10	9	6	1	26
9								2	5	17	4		1	29
8								12	18	9		2		41
7						2	10	17						29
6						9	12	4	2					27
5					10	6	3	1	2					22
4				9	5	2	2							18
3			0	6	3									9
2		0	1		1			1						3
1	0													0
Drop-outs								2		1		1	1	6
Totals	0	0	1	15	19	19	27	39	27	38	24	22	17	248

AGE AND GRADE DISTRIBUTION OF PARTICIPANTS
WHITE COUNTY

Age of Participants

Grade	6	7	8	9	10	11	12	13	14	15	16	17	18	Totals
12												7	4	11
11										2	6	7	1	16
10									3	18	20	3		44
9								2	16	20	3		1	42
8						1	4	40	29	12	4	1		91
7						2	26	27	18	7	2			82
6					1	26	35	13	1	3		1		80
5					34	37	9	6	1					87
4			1	27	18	9	3							58
3			9	28	8	8		1						46
2		2	34	6	2									44
1	1	8												9
Drop-outs												3		3
Totals	1	10	44	61	63	75	78	89	68	62	35	22	6	613

Appendix III

Readability Analysis of Special Youth Project Leaflets
Flesch System (Revised)

		Total Number					Average Number			
Pub. Code No.	Subject Matter	Words	Sentences	Personal Words	Syllables	Pages	Words Per Sentence	Syllables Per 100 Words	Personal Words Per 100 Words	Flesch Index Score
1	Woodworking	521	41	1	708	4	12.71	135	.19	5.0
2	Woodworking	255	31	0	328	4	8.22	128	0	4.3
3	Electricity	235	23	5	354	4	10.21	150	2.12	5.5
4	Electricity	192	17	3	239	4	13.17	124	1.56	4.5
5	Woodworking	306	22	0	375	4	13.90	122	0	4.5
6	Home Management	240	31	0	304	4	7.74	126	0	4.2
7	Home Management	499	58	33	600	4	8.60	120	6.61	4.0
8	Home Management	546	45	10	704	4	12.13	128	1.83	4.6
9	Home Management	584	55	1	717	4	10.61	122	.17	4.2
10	Home Management	887	68	16	1102	4	13.04	124	1.80	4.5
11	Home Management	666	61	12	812	4	10.91	121	1.80	4.2
12	Home Management	428	40	10	528	4	10.70	123	2.33	4.2
13	Home Management	828	71	31	1055	4	11.66	127	3.74	4.5
14	Health	629	71	54	771	4	8.85	122	8.58	4.1
15	Health	821	87	68	1055	4	12.07	128	8.28	4.7
16	Health	947	71	87	1136	4	13.33	119	9.18	4.2
17	Gardening	909	84	10	1141	4	10.82	125	1.10	4.3
18	Foods	318	26	20	364	4	12.23	114	6.28	4.0
19	Foods	271	35	13	336	4	7.74	123	4.79	4.1

Readability Analysis of Special Youth Project Leaflets
Flesch System (Revised)

		Total Number					Average Number			
Pub. Code No.	Subject Matter	Words	Sentences	Personal Words	Syllables	Pages	Words Per Sentence	Syllables Per 100 Words	Personal Words Per 100 Words	Flesch Index Score
20	Foods	366	42	13	490	4	8.71	133	3.55	4.6
21	Foods	246	35	22	272	4	7.02	110	8.94	3.0
22	Foods	404	39	10	502	4	10.35	124	2.47	4.3
23	Foods	336	42	11	394	4	8.00	117	3.30	3.5
24	Recreation - Camping	468	42	9	562	4	11.14	120	.19	4.1
25	Recreation - Camping	248	24	3	337	4	10.33	135	.12	4.8
26	Recreation - Camping	270	38	6	352	4	7.10	130	.22	4.3
27	Recreation - Camping	278	29	3	379	4	9.58	136	.10	4.8
28	Recreation - Camping	372	35	7	492	4	10.62	132	.18	4.7
29	Woodworking	538	49	1	687	4	10.97	127	.01	4.4
30	Woodworking	362	39	0	461	4	9.28	127	0	4.3
31	Woodworking	310	22	0	404	4	14.09	130	0	4.9
32	Clothing - Grooming	533	47	21	645	4	11.34	121	.39	4.2
33	Clothing - Grooming	425	29	20	490	4	14.65	115	.47	4.1
34	Clothing - Grooming	514	55	11	659	4	9.34	128	.21	4.4
35	Clothing - Grooming	617	51	9	728	4	12.09	117	.02	4.0
36	Clothing - Grooming	283	32	19	305	4	8.84	107	.67	3.0
37	Handicrafts	555	50	1	723	4	11.10	130	.01	4.6
38	Handicrafts	519	43	5	694	4	12.06	133	.09	4.8

Readability Analysis of Special Youth Project Leaflets
Flesch System (Revised)

		Total Number					Average Number			
Pub. Code No.	Subject Matter	Words	Sentences	Personal Words	Syllables	Pages	Words Per Sentence	Syllables Per 100 Words	Personal Words Per 100 Words	Flesch Index Score
39	Handicrafts	353	34	1	457	4	10.38	129	.03	4.5
40	Clothing - Grooming	444	45	18	546	4	9.86	122	.40	4.1
41	Clothing - Grooming	476	52	16	572	4	9.15	120	.34	4.0
42	Clothing - Grooming	318	45	11	389	4	7.06	122	.35	4.0
43	Clothing - Grooming	252	26	5	298	4	9.69	118	.19	4.0
44	Electricity	127	17	1	172	4	7.47	135	.08	4.7
45	Electricity	162	24	6	230	4	6.75	141	.37	5.0
46	Electricity	212	17	1	257	4	12.47	121	.47	4.2
47	Clothing	658	68	10	820	4	9.67	124	.15	4.2
48	Clothing - Grooming	598	59	28	738	4	10.13	123	.47	4.2
49	Health	793	68	85	951	4	11.66	119	1.07	4.0
50	Home Improvement	646	82	8	830	4	7.87	128	.12	4.3
51	Electricity	108	14	0	158	4	7.71	146	0	5.2
52	Method Demon. Ldrs. Guide	2604	213	96	3702	4	12.22	142	3.69	5.3
53	Foods	300	36	13	371	4	8.83	123	.43	4.1
				Total Averages -			10.26	125.26	1.64	4.3

Readability Analysis of Regular 4-H Literature
Flesch System (Revised)

Pub. Code No.	Subject Matter	Total Number: Words	Sentences	Personal Words	Syllables	Pages	Average Number: Words Per Sentence	Syllables Per 100 Words	Personal Words Per 100 Words	Flesch Index Score
101	Photography Members' Manual	1270	81	32	1849	50	15.67	145	2.51	5.6
102	4-H Recreation	738	78	19	1118	6	9.46	151	.26	5.4
103	4-H Automotive Project	1976	104	12	2736	40	19.00	139	.60	5.6
104	4-H Forestry Exhibits	1233	89	46	1881	4	13.85	152	3.73	5.7
105	4-H Horse & Pony Manual	1817	180	39	2420	66	10.09	133	2.14	4.7
106	Sr. Handbook Girls	1993	135	52	2786	23	14.74	139	2.60	5.3
107	4-H Forestry Workbook	1196	106	38	1643	43	11.28	137	3.17	5.0
108	Leadership Workbook- 12&13	1796	124	104	2430	19	14.48	136	5.79	5.1
109	How's Your Personality	1930	151	248	2535	23	12.78	131	12.84	4.8
110	Let's Have Fun	2182	167	128	2981	30	13.06	136	5.86	5.0
111	Enlarging Unit Photography	1067	75	49	1813	4	14.24	173	4.68	6.8
112	4-H Entomology Ldrs. Guide	1672	118	74	2790	19	14.16	166	4.42	6.6
113	4-H Automotive Project	2650	140	0	3880	66	18.90	146	0	6.0
114	4-H Electric Proj.Ldrs.Hdbk.	1700	158	47	2536	23	10.75	149	2.76	5.4
115	Easy Sewing for the Jr. Miss	1387	132	50	1856	47	10.50	134	3.60	4.8
116	Pre.Ldrs.Guide Recreation	607	63	18	936	4	9.63	154	.29	5.6
117	You and Your Dog	2301	162	71	3437	56	14.20	149	3.08	5.3
118	Let's Learn About Birds	1050	97	23	1463	26	10.82	139	2.19	5.0
119	Growing Up With a Healthy Body	2226	169	140	2927	39	13.17	131	6.28	4.8
					Total Averages		13.20	146	3.58	5.3

Readability Analysis of Special Youth Project Leaflets
Dale-Chall System (Revised)

Pub. Code No.	Subject Matter	Sentences Per 100 Words	Words Per Sentence	Dale-Chall Hard Words	Per Cent Hard Words	Dale-Chall Score
2	Woodworking	11	9.09	1	1%	3.9
4	Electricity	7	14.28	7	7%	4.9
6	Home Management	14	7.14	14	14%	5.4
8	Home Management	6	16.66	2	2%	4.4
14	Health	8	12.50	2	2%	4.2
16	Health	9	11.11	4	4%	4.4
18	Foods	9	11.11	0		3.9
22	Foods	12	8.33	2	2%	3.9
24	Recreation - Camping	8	12.50	13	13%	5.5
26	Recreation - Camping	13	7.69	5	5%	4.2
28	Recreation - Camping	9	11.11	4	4%	4.3
30	Woodworking	10	10.00	3	3%	4.1
32	Clothing - Grooming	10	10.00	6	6%	4.5
34	Clothing - Grooming	11	9.09	7	7%	4.6
38	Handicrafts	11	9.09	20	20%	6.0
40	Clothing - Grooming	9	11.11	5	5%	4.5
42	Clothing - Grooming	14	7.14	8	8%	4.6
46	Electricity	6	16.66	7	7%	5.0
48	Clothing - Grooming	10	10.00	6	6%	4.5
		Average -	10.76	6.1	6.1	4.5

Readability Analysis of Regular 4-H Literature

Dale-Chall System (Revised)

Pub. Code No.	Subject Matter	Sentences Per 100 Words	Words Per Sentence	Dale-Chall Hard Words	Per Cent Hard Words	Dale-Chall Score	
101	Photography Members Manual	6	16.66	31	31%	8.0	
102	4-H Recreation	10	10.00	28	28%	7.0	
103	4-H Automotive Project	6	16.66	31	31%	7.9	
104	4-H Forestry Exhibits	5	20.00	20	20%	6.7	
105	4-H Horse & Pony Manual	4	25.00	15	15%	6.5	
106	Sr. Handbook Girls	4	25.00	15	15%	6.5	
107	4-H Forestry Workbook	16	6.25	12	12%	5.1	
108	Leadership Workbook 12 & 13	8	12.50	6	6%	4.7	
109	How's Your Personality	6	16.66	14	14%	5.8	
110	Let's Have Fun	8	12.50	11	11%	5.3	
111	Enlarging Unit Photography	7	14.28	28	28%	7.3	
112	4-H Entomology Ldrs. Guide	6	16.66	26	26%	7.2	
113	4-H Automotive Project	6	16.66	21	21%	6.6	
114	4-H Electric Proj. Ldrs. Hdbk.	4	25.00	17	17%	6.6	
115	Easy Sewing for the Jr. Miss	9	11.11	18	18%	6.0	
116	Proj. Ldrs. Guide-Recreation	9	11.11	30	30%	7.4	
117	You and Your Dog	7	14.28	13	13%	5.5	
118	Let's Learn About Birds	12	8.33	22	22%	6.2	
119	Growing Up With a Healthy Body	7	14.28	9	9%	5.1	
		Average -	15.4	19.3	19.1	6.3	

Appendix IV

Summary
Toothbrushing Incentive Test
Arkansas Special Youth Project

Award - Youth who were furnished supplies and knew they would receive awards
No Award - Youth who were furnished supplies but did not know they would receive awards

	Data Collected 363 Youth					Brushed teeth at least two times per day for two months		Brushed teeth at least once per day for two months		Brushed teeth at least once per day for one month or more		Did not complete project demonstration	
Age		Male		Female		Award	No Award	Award	No Award	Award	No Award	Award	No Award
	Total	Award	No Award	Award	No Award	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
9-11	141	34	18	66	23	79.0	26.8	10.0	9.7	9.0	22.0	2.0	41.5
12-13	115	33	9	66	7	78.8	37.5	13.1	12.5	2.1	18.75	6.0	31.25
14 & Above	107	23	7	74	3	73.3	40.0	16.4	----	1.0	10.0	9.3	50.0
TOTAL	363	90	34	206	33	77.0	31.3	13.1	8.9	4.0	19.4	5.7	40.29

Dear Mr. Ward,

How are you, fine I hope, for myself I'm fine. How are you doing. For myself I'm not doing nothing much. Dr. Junior Barringer is the one who told me that for me to write you so I'm doing just that.

Dr. the trip was a very nice trip I enjoyed it very much. Myself I enjoyed it just as much as anyone down there. I know for certain that I couldn't have had a better trip.

Dr. the project I enjoyed most was over there where the tiny light and trees were lighting up. I thought that was a beautiful sight.

Dr. I'm writing the letter to you in my english class. It is about time for the period to be over. So I guess I'll have to close for this time

a 4H member
Leon Pittman

P.S. 4H is really someting nice to be in.

SPECIAL YOUTH PROJECT MATERIALS

Educational information available on the Special Youth Project study include:

**MP 102: "Leadership for Reaching the Unreached"*
**MP 103: "Camping for the Unreached"*
**MP 104: "Programming for Disadvantaged Youth"*
***Movie: "Start Where They Are"(fifteen minutes)*
****Project Literature:*

Subject Area	No. Units	Subject Area	No. Units
Clothing-Grooming	Eleven	Health	Four
Electricity	Six	Home Improvement	One
Foods	Seven	Home Management	Ten
Gardening	One	Recreation Camping	Five
Handicrafts	Three	Woodworking	Seven

*Single copies may be requested without charge from the Arkansas Agricultural Extension Service. Requests should be mailed to the address listed below.

**Preview copy may be obtained from the Federal Extension Service, U. S. D. A., Washington, D. C.

***Project units up to 60 copies may be requested without charge. Larger orders may be purchased at the cost of five cents per copy including handling and shipping costs. Orders should be mailed to Extension Executive Assistant, P. O. Box 391, Little Rock, Arkansas 72203.